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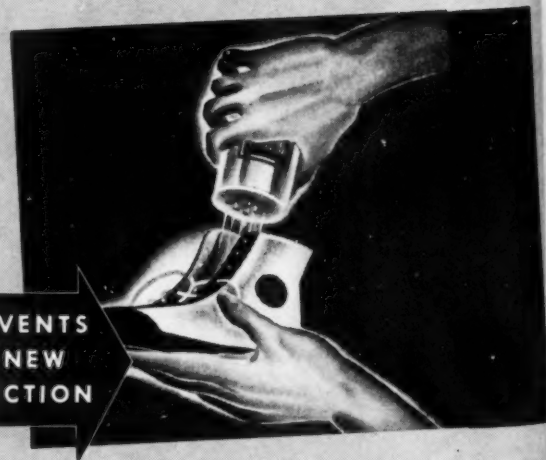
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447

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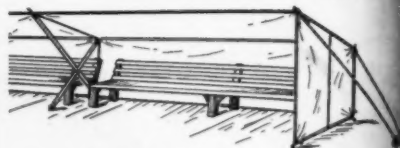
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NEW EQUIPMENT

Football Bench Shelter



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Plastic Visor

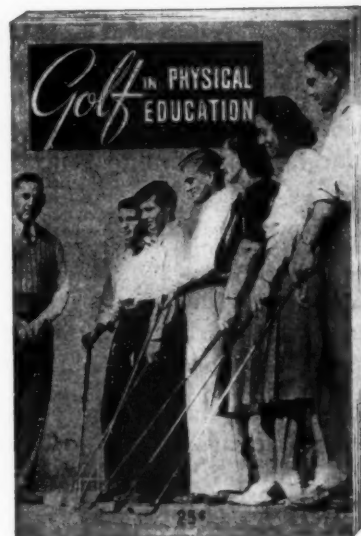
Coaches of athletes who wear glasses will be interested in a new type of protective visor made of super-transparent and shatterproof Plexiglas, recently perfected by Arnold Rubinfeld and distributed by Duracraft Knitwear, Inc. The visor is made of a single curved sheet of Plexiglas and is supported against the forehead and cheekbones by sponge rubber pads. While not completely unbreakable, the plastic sheet breaks into large dull-edged pieces. Actually four percent more transparent than plate glass the Plexiglas provides perfect vision, eliminates distortion, is extremely lightweight, easily cleaned and non-fogging.



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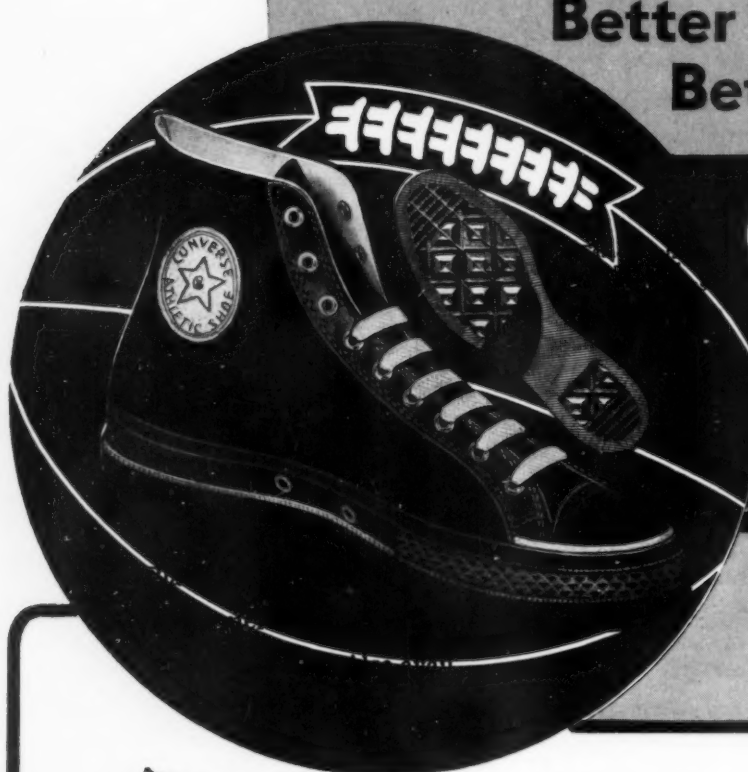
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D ID you ever dream the perfect football play, down to the exact number of steps for the tailback before he drove inside tackle; then woke up all elated but unable to put a single assignment on paper?

We usually conjure our perfect play about the 20th of September, when we're trying to finish up the numerous diagrams for the October issue. This year we had a bumper crop — in the magazine and in our dreams—which made us wonder how this X and O business started.

No doubt pre-historic man chipped out on his cavern wall the original flanker attack on the wily saber-toothed tiger. Hannibal, while touring through Spain and Italy, probably worked up a sequence for his dreaded elephant corps. Hit 'em on the flanks to spread them out and then bang through center with the biggest pachyderms, saving the trick stuff for later when the ranks had been thinned out and the replacements were running pretty low in tonnage. Yes, we think there were many an X and O scratched on the dirt floor of Hannibal's tent.

Military men have always used X's, although they have evolved additional symbols to designate the different types of troops such as artillery, cavalry and so on. The neo "blitz" warfare with its new machines and techniques must have added to the list. But for football the X's and O's still seem capable of handling the trickiest assignments.

When we first started drawing diagrams some coaches used the X to designate both the offense and the defense. Others used O's for both teams and a few used the O for the offense and a square for the defense.

Diagrammers today pretty much agree on the O for offense and the X for defense, a solid line for the path of a player and a broken line for the path of the ball.

There are two things in a diagram we've yet to see: One is a diagram which deploys the backers-up in their proper distance back of the line; the other, a diagram which places the two lines as close together as they should be.

The backers-up are always diagrammed at least five yards back, instead of the two or three yards they should be, and the line of

Here Below

scrimmage is as wide as the Mississippi. So strong is this custom that when we redraw a play we always compromise by moving the men up just a bit. Never do we move them in as far as they should go. It must be a case of backers-up stay away from our door.

HARD on the heels of the recent excise on athletic goods comes still another tax affecting administrators of scholastic sports. Accord-



ing to one of the provisions of the recently-enacted revenue bill, a ten per cent tax will be levied on all admissions to high school events—athletic and otherwise.

Most of our school men are slightly baffled by these impositions. If physical fitness, courage and moral fibre are truly the harvest of physical education activities, why, they are wondering, should we tax the tools by which these desirable character traits are reaped?

In these critical times, these activities and their by-products are doubly essential. All we do when we tax them is tax one defensive activity to support another.

TO MOST followers of the national pastime, Brooklyn is an amorphous blob of geography distinguished by an accent that converts phrases like "burn oil" to "boin erl" and a fantastic ball club known as the Dodgers.

The Dodgers are something from another world. Scorning all convention, they have a positive horror against winning or losing the easy way. They insist upon the showboat touch;

Hairbreadth Harry finishes and steals of second with the bases full. As a result there is never a dull game, never a dull moment and often a classical performance.

Much to Brooklyn's delirious delight, 1941 turned out to be the long-awaited pennant year. After dying in vain for dear old Flatbush for 20 years, the Dodgers finally brought home a pennant—trumping the St. Louis Cards in the hottest race in baseball history.

The scenarios for most of their games down the stretch could have been written by Jimmy Durante and Anton Chekhov. Take that 17-inning game with Cincinnati, for example. Batters striking out on purpose. Infielders refusing to tag out runners. Managers turning cerebral flip-flops. And the game ending in pitch darkness with the customers delirious and trying to burn down the stands.

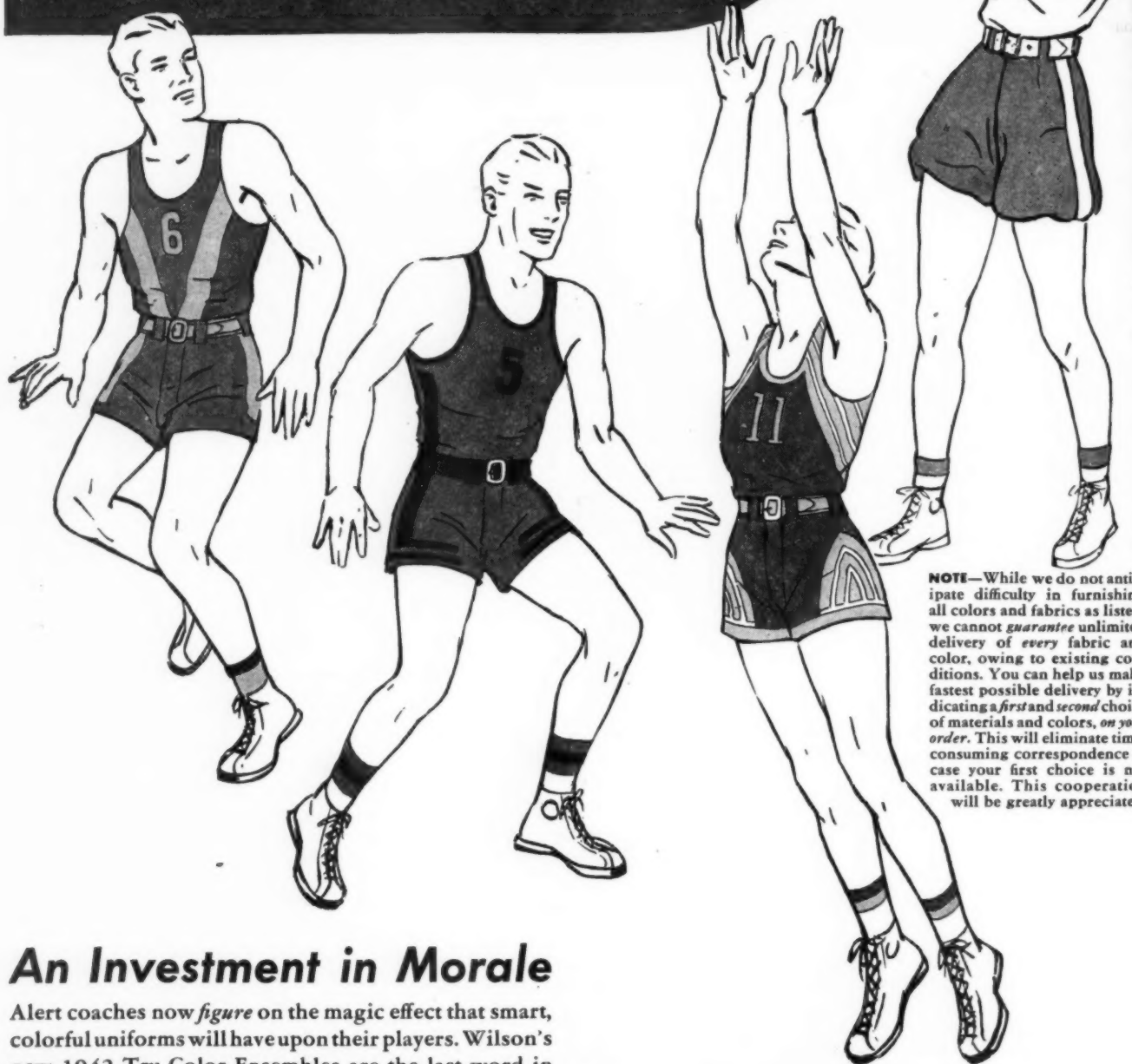
No wonder the good people of Brooklyn shower their "bums" with fantastic loyalty and idolatrous faith. Everybody loves the Dodgers. They are exhibitionists, pure and simple. They all want to be heroes. You must go away saying, "Ain't they rotten," or "Ain't they wonderful."

At Ebbets Field, fatherland of the "Bums," you're taking your life in your hands when you cast a disparaging remark about a Dodger. This is the sole, exclusive privilege of the Dodger rooter. Giant fans are usually dismissed with a cold glare for their obvious depravity. And "Hey, Bud, ainchah in the wrong ball park?" is what Yankee sympathizers get when the Brooklynites are in mild humor.

Bob Anderson, who had seen every Brooklyn opener for ten years, was slated for the draft before the current season began. To delay his induction, he filed conscientious objections. After seeing the opener, he withdrew his objections.

Such fans and such a ball club deserve a world series backdrop.

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BASKETBALL UNIFORMS

From Coaching School Notebooks

Fritz Crisler

Reported by Floyd Schwartzwalder
McKinley H. S., Canton, O.

BY THE time Herbert O. "Fritz" Crisler finished dissecting his system of offense and defense at the West Virginia University Coaching School, every student in attendance knew what made Tommy (Harmon) run last season. The Michigan brand of football is built on bedrock. Grounded on the perfect execution of fundamentals and leavened with a liberal sprinkling of hocus-pocus, it represents the perfect medium for runners of the Harmon stamp.

In setting up an offensive line Crisler insists upon presenting an unbroken front to the enemy. He never allows a lineman to take a width he cannot control. A player's feet should never be wider than the knees. When they are, Crisler warned, you find leaky seams or holes through which the foe may seep.

The Wolverine coach confines his blocking in the line pretty much to the lateral opening, lead-post type. Straightaway blocking is only practicable against high or waiting linemen. And even if you move a man back he may still recover in time to make the tackle.

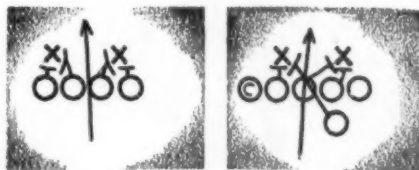
With the lateral opening type of block, the defensive man is no longer a potential tackler once the ball-carrier whips by him. The lead man attacks the defender as quickly and aggressively as possible. As the post feels the impact of the lead's charge, he wheels and helps him maneuver the defender to the side away from the hole.

The lead directs his charge across the head of the post. The post merely stiffens; he does not charge. Thus, if the defensive man elects to charge the lead, the latter doesn't have to fight the power of his own man. Should the opponent charge the post, the lead is then in beautiful position to control him.

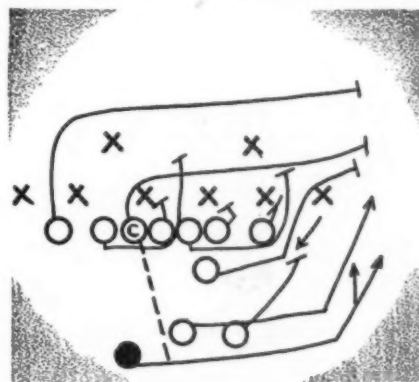
It is almost useless to attempt to submarine this type of blocking. When the post feels the submariner he withdraws his resistance and goes downfield. Since the submariner is blind and cannot change the momentum or direction of his charge, the lead is in position to deflect him laterally out of the line of play.

The post can handle any opponent diving over the top. He simply rears up and lifts the defensive man to one side. If the defense sets up on every other offensive lineman, the blocking back may become a lead on the inside of the play (as shown).

Crisler subscribes to four principles of team blocking: (1) block in at the hole, (2) block out at the hole, (3) block through the hole and in or out, and (4) cut off. The linemen usually block in at the hole; the backs, out. If the defensive man is over the hole, the offense blocks through him and then in or out as the play designates. By "cut off" Crisler implies the practice of linemen, usually from the far side of the play, going through and cutting defensive men out of the path of the ball.



Above left: illustrating the lateral opening, lead-post type of blocking. Right: the blocking back as a lead on the inside of the play.



Diag. 1, Strong-Side Sweep

Crisler's favorite single wing formation is an odd adaptation with an unbalanced line and a modified single wing alignment strong to the right. The left end is a yard to a yard and a half loose from the shortside tackle who, in turn, plays a foot to a yard away from the center. The guards deploy together on the strong side of center with the right tackle tight against the outside guard. The right end splits a yard to a yard and a half away from the tackle.

The tailback sets up five yards directly behind center; the fullback squarely behind the outside guard

with his heels on line with the tailback's toes; the wingback on line with the fullback, with his left foot behind the right foot of the tackle; and the quarterback about a yard back in the seam between guard and tackle.

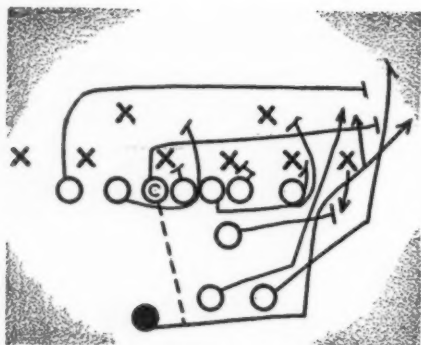
Crisler's signal system is a hand-me-down from Alonzo Stagg, Crisler having served his apprenticeship under the Grand Old Man at Chicago. In this system the offensive men are numbered rather than the defensive holes. Number 1, however, designates a spot wide to the strong side. Thus, the right end becomes No. 2; the right tackle, 3; the outside guard, 4; the inside guard, 5; etc. Number 9 indicates a spot wide to the weak side.

The first digit of the signal designates the ball-carrier; the second digit, the hole. When the team shifts left, the numbers are simply turned over so that a sweep to the strong side is always to the No. 1 hole.

Michigan's alignment affords six advantages in the way of position:

1. It confuses the strong-side defensive end by setting up the wingback in a retreated position. If the end plays the wingback when he goes out, he exposes himself to inside plays. If he waits on the line, the wingback can pin him in on sweeps.
2. It affords easy means of mobilizing power and speed to the short side.
3. By spreading the line it spreads the defense as well; creating over-and under-shifted setups. It pressures the tackles, establishing holes inside both of them.
4. It enables the attack to build its basic plays over the guards and wide, rather than at the strong-side tackle as in most offenses. The shortest and quickest point at which you can gain ground is between the guards. The ball-carrier thus doesn't have to run across the path of too many men, permitting quick-hitting shots.
5. It encourages power plays and traps at each hole.
6. All the plays are built in sequences. The plays look alike and start alike, a fact that tends to freeze the defensive secondary and permit good blocking angles.

Crisler's devotion to sequence was graphically illustrated in the series of plays he detailed on the black-



Diag. 2, Out-In-Out End Run

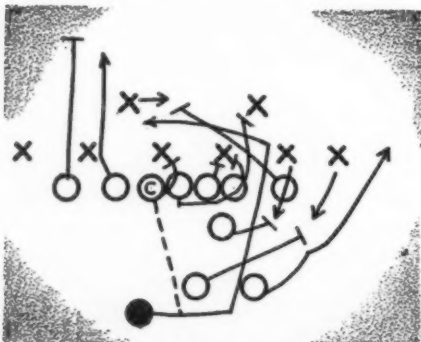
board. **Diag. 1** outlines the strong-side sweep with which Tommy Harmon averaged about seven yards over the past two years.

The ball is snapped in the direction of the fullback with a good enough lead to minimize the importance of too stiff a block on the left tackle and left guard, as well as on the other defensive linemen. The tailback starts with a short step and plucks the ball out of the air at the finish of his second step.

The quarterback fakes at the end and goes through the hole as a blocker. The right end blocks the second man in from the hole with his left shoulder. If the opponent drifts he pins him with a cross-body block. The center and left end shoot over to the right and block anyone two yards in front of and two yards inside of where they expect the ball-carrier to be. If the path is clear they turn and head for the goal line.

The tricky end run in **Diag. 2** is an excellent companion piece to the regular sweep. The wingback slips the defensive left end, and goes down for the halfback. The quarterback nails the end with a reverse body block. The tailback takes five steps (right-left-right-left-right) after taking the snap, cuts inside the defensive end, floats out and then straightaway.

The next play in this sequence is a slam through the defensive left tackle (**Diag. 3**). The right end goes through for the defensive center, driving him straight back and inside. The right tackle and outside



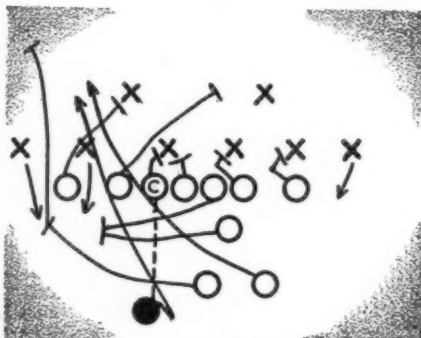
Diag. 3, Inside Tackle

guard lead-post the first man in at the hole, while the inside guard pulls out and onto the defensive full, driving him out and back.

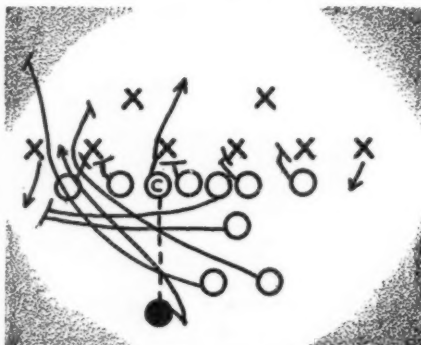
The tailback gathers in the snap, takes three steps (right-left-right), tears through the hole and cuts back shallowly inside the enemy center and down at the defensive right half.

Continuing this sequence the tailback, in **Diag. 4**, lifts the ball as if to pass, stepping back on his right foot, and then drives through a hole inside the defensive right tackle and on outside the defensive center.

The momentary delay occasioned by the step back permits the backs to swing across as interference. The inside guard and center post-lead the first man out at the hole, while the quarterback and the outside guard trap the first man in at the hole.



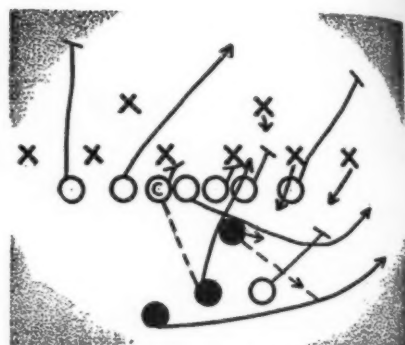
Diag. 4, Fake Pass



Diag. 5, Inside End

In **Diag. 5** the tailback again fades back one step with his right foot, waits for his interference to swing in front of him and then drives inside the defensive right end.

The quarterback and the outside guard double team the end to the outside. The inside guard posts on the second man out from the hole, trying to maneuver his head to the inside of the man in order to free the center for a crack at the safety. The left tackle steps into the defensive right tackle with his left leg to prevent the opponent from penetrating. He establishes passive contact to avoid turning the man into the hole. The left end steps into the tackle with his left foot. He contacts him with his right shoulder and



Diag. 6, Fake Buck and Lateral

drives him laterally to the inside.

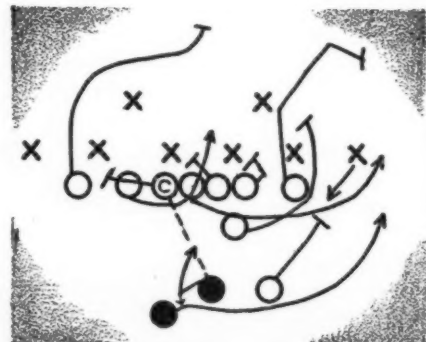
Diag. 6 graphs the fake buck and lateral which catapulted Tommy Harmon into the open so frequently last year. The fullback receives the ball from center as on a straight line buck. As he drives into the line, he slips the ball to the quarterback with his right hand, staying low and covering up.

The quarterback pivots to the rear. On receiving the ball he remains crouched and hesitates one count for the fake to register. He steps in the direction of the tailback, who by this time is approximately behind the end, and tosses him a one-hand underhand pass.

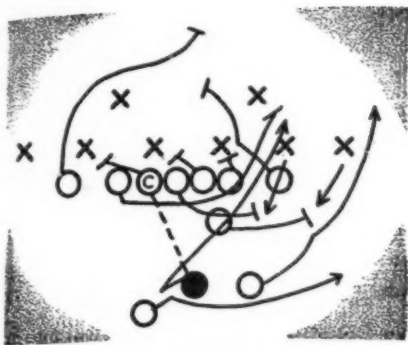
Crisler next outlined a sequence of fullback spin plays. To get the timing on these plays he maintains a uniform yard distance between the fullback and the tailback. The full steps up for the ball with his right foot. When giving to the tailback he controls the ball with his left hand. On keep plays he controls the ball with his right hand and fakes with the other hand.

It is important on these plays for the fullback to stay low and covered up. The tailback starts for the ball with his right foot, just missing the full's left foot as the latter pivots back.

In the wide reverse to the strong side (**Diag. 7**), the fullback half twists back, gives the ball to the tailback and fakes a buck over the outside guard. The ball-carrier continues wide to the right and cuts back inside the defensive left half.



Diag. 7, Wide Reverse



Diag. 8, Spin Inside Tackle

The right end goes up beyond the half, then comes back to side-sweep him to the outside.

In the companion piece (**Diag. 8**) the defensive left tackle is let in and mouse-trapped by the inside guard with a reverse body-block. The fullback fakes to the tailback with his free left hand and drives low over his own strong-side tackle.

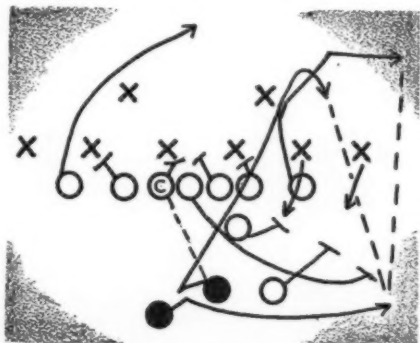
The right end crosses over to reinforce the block on the first man in at the hole. If his tackle needs no help, he slides past onto the defensive center.

The third play in this series, a pass, is charted in **Diag. 9**. The full gives to the tailback as in the first play, and spins through the line about eight yards deep and outside the fullback. He then hooks back.

Meanwhile the tailback fakes a run. As he comes into position outside his end, he throws a running pass to the fullback or right end. The ends go down as shown. As the defensive halves come up, the ends flatten to the outside so that they run parallel to the passer and away from the safety and halves.

Using this fullback spin as a motif, Crisler developed another series of plays which featured a peculiar criss-cross in the backfield and mouse-traps in the line. The first of these plays, an inside out trap through the four hole (between the guards), is shown in **Diag. 10**.

The fullback steps up for the ball with his right foot, fakes to the tailback and wingback, and drives through between his guards.

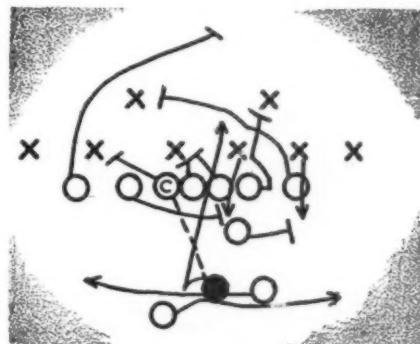


Diag. 9, Reverse and Pass

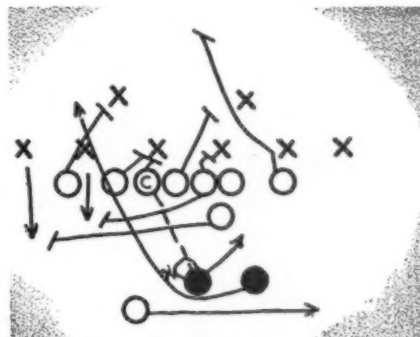
The left tackle throws the key block. He pulls out and closes the trap on the defensive left guard. If the latter refuses to cross the scrimmage line, the tackle goes in after him.

The same play may be worked with the other defensive guard being let in and the right end doing the mouse trapping, and also with the fullback spinning through different holes.

As a variation the ball may be handed to the wingback (**Diag. 11**) for a cut inside the defensive right tackle. The full steps up to meet the ball with his right foot. He fakes to the tailback with his left hand, then starts a full spin towards the wingback by bringing his left foot on line with his right. He gives the ball to the wing and continues his fake into the line over his right tackle.



Diag. 10, Inside-Out Trap

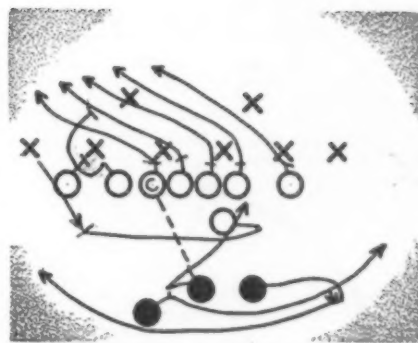


Diag. 11, Shallow Reverse

Michigan's deep naked reverse to the short side is shown in **Diag. 12**. The full receives the snap, gives to the tailback with a half spin and fakes over his right tackle. The quarterback takes two steps (left-right) to the strong side, then swings back to the short side to take the defensive right end to the inside with a cross-body block.

The wingback takes three steps to the strong side (left-right-left), and then starts going back. He waits for the tailback, who has started wide as on a sweep, and takes the ball on the outside from the runner's right hand.

The right side of the line check their men for approximately two



Diag. 12, Naked Reverse

counts then swing to the left for the deep secondary. The left tackle posts the defensive tackle for the end, and swings to the outside for a delayed block on the defensive center.

Diag. 13 outlines a bootleg to the strong side. The wingback and the quarterback fake to the left as on a reverse, the right end and outside guard pulling out for added camouflage. The left side of the line go through and over for deep secondary.

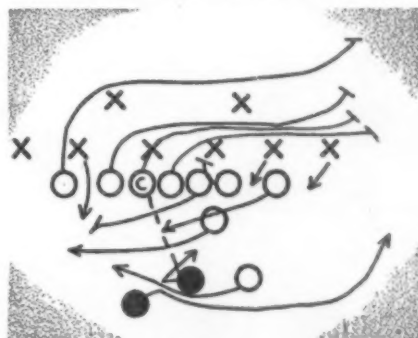
The punting game

When Michigan punts the first responsibility of the ten men other than the kicker is to keep the kicking lane clear. The lane is visualized as a triangular area bounded by the line of scrimmage and two other lines drawn from the offensive tackles and converging at a point about three yards in front of the kicker, who is ten yards back of center.

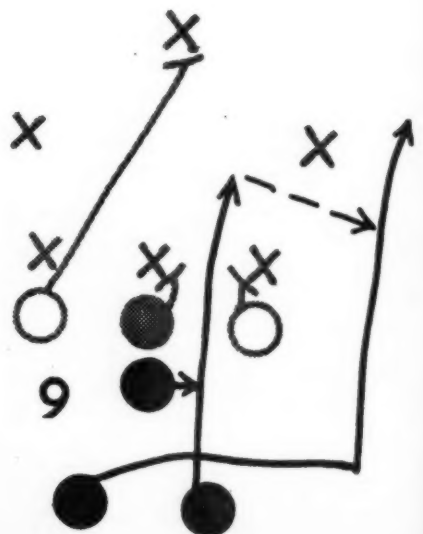
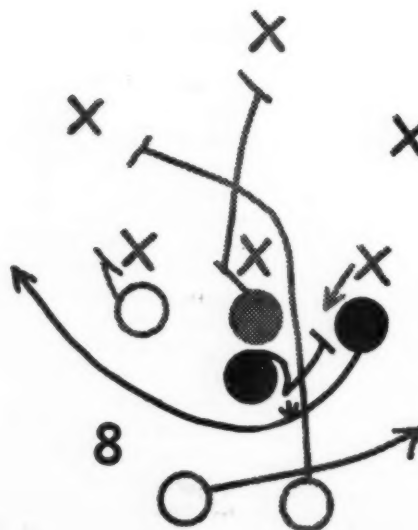
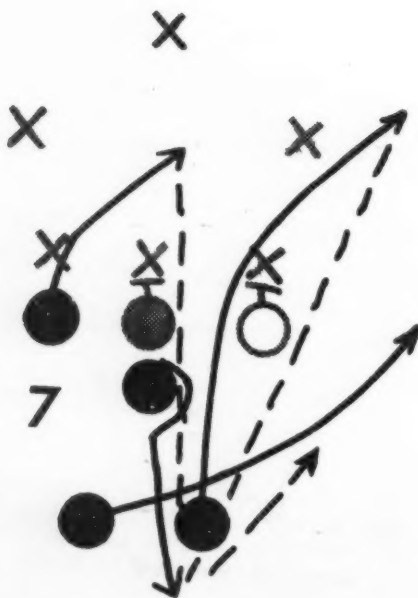
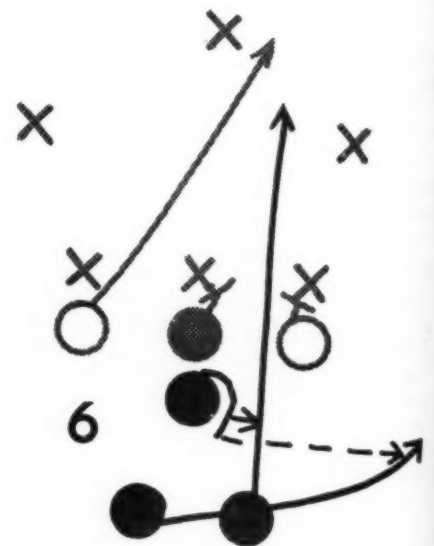
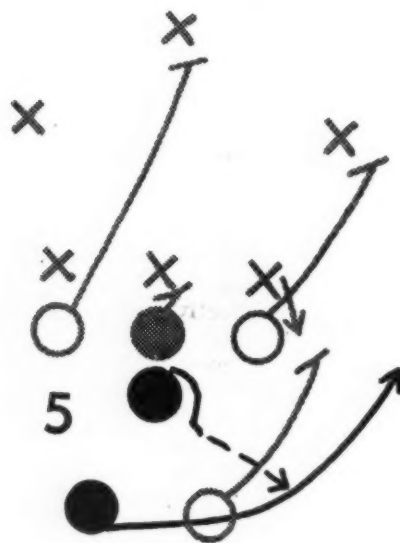
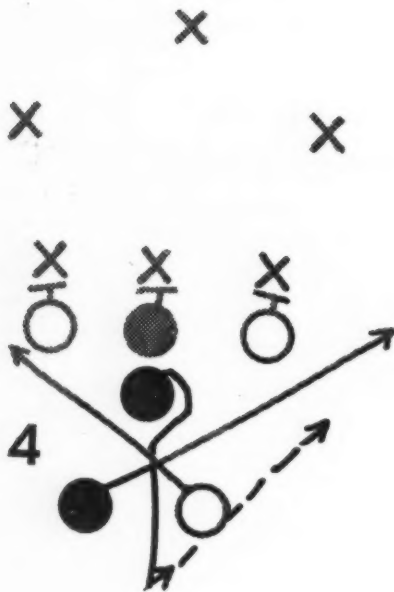
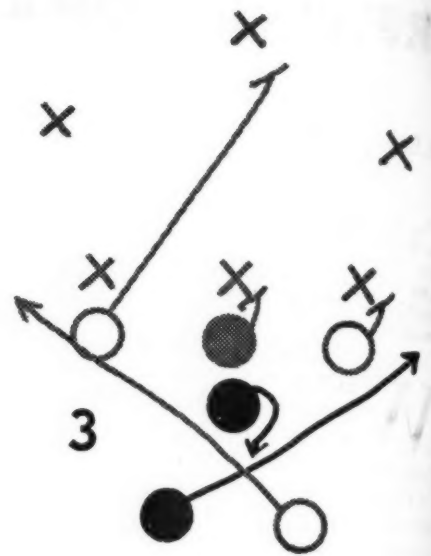
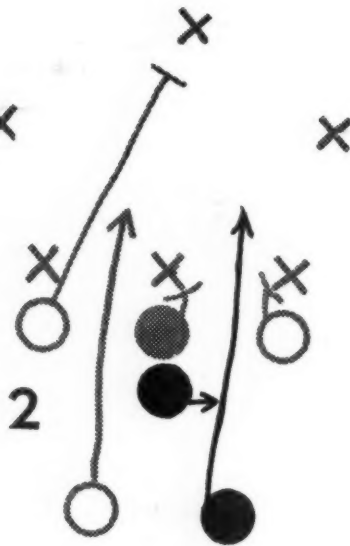
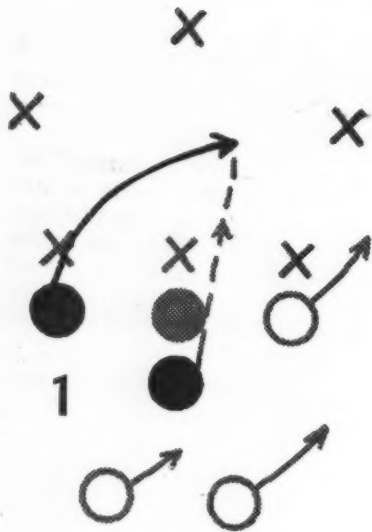
The base of the triangle is considered most important. The linemen are responsible for preventing anyone from getting into the kicking lane through the front door, that is, by crossing the scrimmage line. The backs are responsible for slamming the side doors.

Both backs and linemen use the same technique in closing the doors. As the ball is passed they step forward with the inside foot, automatically pivoting the body outward. In short they force the opponents to the outside. Then from an inside position they establish shoulder contact,

(Concluded on page 28)



Diag. 13, Bootleg to Right



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BREWING SOME STRONG "T" FOR SIX-MAN

By Ray O. Duncan

Ray O. Duncan, assistant football coach at the University of Illinois, is one of the country's foremost authorities on the six-man game. He has served on many coaching school faculties, written innumerable articles and authored a book, "Six-Man Football."

WHILE our regular football coaches have been woefully tardy in recognizing the virtues of the T formation, coaches of the six-man game have been imbibing freely of the T from the very inception of the game.

Before diagramming some of the possibilities from this formation, the writer would like to touch briefly on a few delinquencies in six-man coaching. In general, insufficient time is being devoted to conditioning and fundamentals.

Blocking, particularly, is being neglected. As there are only six possible tacklers, many coaches are teaching the art of blocking in slipshod fashion.

Another reason for poor blocking is the lateral-pass craze. Many players who should be blocking are busy getting into position for a lateral. Such an attitude, if uncurbed, will hurt the game and take it farther and farther away from football. The popularity of six-man football rests in the fact that it is football. There are some enthusiasts who forget this.

The game should be kept as close to regulation football as possible. The rules makers, well-meaningly, occasionally widen the breach. In the interests of safety they sometimes draft legislation which dessicates some of the fundamental juices.

A good example of this is the rule the National Six-Man Football Rules Committee* passed a year ago prohibiting blocking below the knees. Such a block from the front was defined as clipping. Now, we're all in favor of making sport as safe as is humanly possible, but we should remember that living is dangerous, and that we do not want to take the football out of the six-man game to make it safer. Such a turn would transform the game into outdoor six-man basketball or something similar.

Vicious tackling, hard running and

*This Committee should not be confused with the National Federation Interscholastic Football Rules Committee which drafts the six-man code for the high schools in the 37 states under its jurisdiction.

good blocking give the game its punch. Let's keep it that way.

To reduce injury to a minimum, good equipment and conditioning exercises are recommended. Fifteen minutes a day should be devoted to the exercises the first two weeks of practice. After that the drills may be cut to about eight minutes.

A strong dose of T

In the particular adaptation of the T that will be discussed here, the ends are split two to three yards from the center with the halfbacks four and a half yards back of the seams. The quarterback may play under the center or, if the defensive center is interfering with his ball-handling, a yard behind the snapper-back.

The quick pass in **Diag. 1** may be used to make the defensive center behave. One or two of these successful short shots will keep him back where he belongs. The play has all sorts of lateral possibilities.

Diag. 2 is a quick-opening play which may be run to either side. It is particularly effective against ends who play too wide. As such it may be employed to suck them in, as a lead up for the wide stuff.

The criss-cross in **Diag. 3** may also be run to either side. If the defensive end is out too far to be blocked in, the play may be sent inside him. Much of the success of this play depends upon the faking ability of the quarterback and the right half. They should keep low and carry out a full fake.

Diag. 4, a pass, is an excellent companion to the legitimate criss-cross. After the preceding play has been worked a few times, the defensive left half will discern that the left half is not carrying the ball. The chances are that he will start loafing after the half or letting him alone entirely. The time is then ripe for a pass play. After faking to both halves, the quarterback fades back and rifles the ball to the left half.

Diag. 5 outlines the end run from the T. The key block, of course, is that thrown on the defensive left end. If the end is not playing too wide, the offensive right end may pin him. Usually, however, the assignment is too tough. It then falls to the right half to get the man.

The set-up in **Diag. 6** offers a number of intriguing possibilities. A series of plays can be worked up

Without good faking, you can't offer the T to your opponents and make them swallow it

with the right half going through the line and the left half wide around end. In this particular play the right half is given the ball. If the defensive left end plays wide or drifts out to watch the left half, the right end can merely brush him and go on to block the defensive left half.

If the end is ignoring the left half, the ball may be tossed to him for an end run. Another possibility is to fake to both halves and pass. On this play the left end will only check his man and then cross over to the center (**Diag. 7**).

The check play, to prevent the defense from overshifting, is shown in **Diag. 8**. The quarterback fakes to the right half and slips the ball to the right end who has swung around to the left. The left end blocks the defensive right end in. The center checks his man until the runner has passed, then goes down to block the safety. The right half fakes possession and goes down and over to block the defensive right half.

After passing the ball to the end, the quarter blocks the defensive left end to prevent him from nabbing the runner from the rear.

Man in motion

The latest refinement of the T formation, the man-in-motion, plays a prominent part in the next series of plays. In **Diag. 9** the left half is in motion out to the right. He floats out a ways, then cuts up the field for a lateral from the right half.

In the next play in this sequence, not shown, the ball is faked to the right half, who swings quickly out to take the end, and tossed to the man-in-motion for an end run.

After a few plays of this type the quarterback may fake to the halves and fade back for a pass to any man in the open. If the left half gets the pass, being behind the line he may run or pass to the right half or the left end.

The latter checks his man and stays with him until the quarterback starts fading. He then scoots diagonally and deeply down the field.

There are a number of stratagems which prevent the defense from overshifting to the side that has the man-in-motion. If the line overshifts, quickbreaking plays may be run with the right half carrying. If the backs overshift a pass may be thrown to the left end.

TRIPLE-SPINNER FORMATIONS

By "CHINK" COLEMAN

1 An opponents-eye view of the basic formation with the Nos. 1 and 2 backs directly behind the tackles and Nos. 3 and 4 four and a half yards back of the guards, with their inside legs extended in a half-spin position. The hands of both the deep backs are resting easily over the knee of the forward leg. Their stance, however, is not cramped; the weight is carried over the front leg. The center aims his pass knee-high to either of these men. The back who gets it comes up under the ball with both hands, preventing any possibility of a fumble.

2 As the ball comes back, both deep men step forward with their outside legs. The legs are not brought too close together, however. As you will note the front legs are kept farther apart than the rear members. This enables the No. 2 back to slide through more easily. The latter comes back in the direction of the arrow. To get any sort of cohesion, the deep backs must spin simultaneously and the No. 2 man must close the gap a split-second later. The success of every play depends upon the speed and dispatch with which these three men go into and come out of the spin.

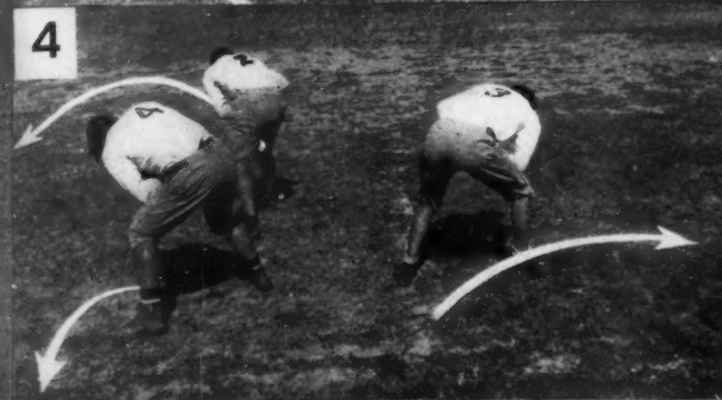
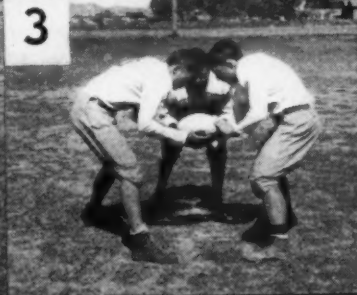
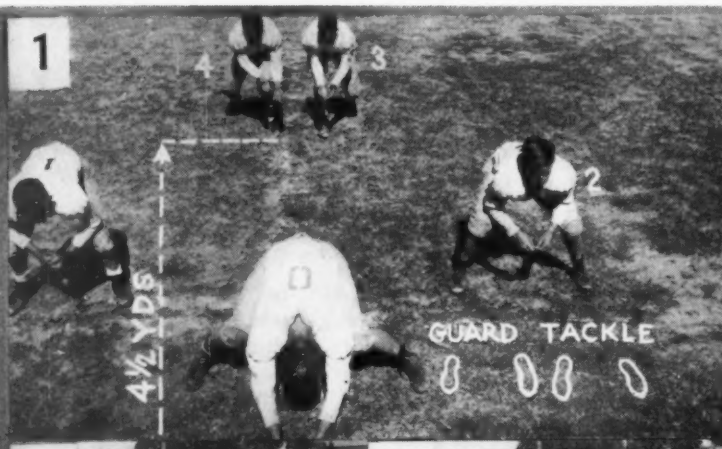
Coach Ed "Chink" Coleman of Hatch, N. M., High School presents this illustrated exposition of his famous triple-spinner attack in response to the many inquiries he has received since his first article on the triple-dipper appeared in the June, 1940, "Scho-lastic Coach."

3 This is the way the triple spin would look to an observer located behind the backfield. The opponents never see the ball. All they see, when the spin is executed properly, is a few broad backs. Player No. 2, on the snap, comes back toward the ball and flits between the deep backs, thus obscuring the ball from the opponent's view.

4 Button, button, who's got the button? Believe it or Ripley, the No. 3 back has it. The backs have any number of options. No. 3 may go to his side of the line to block, run the end or tackle, or go down for a pass. No. 4 may crash over the middle, guard or tackle, block or go down for a pass. No. 2 may pass, sweep the end or tackle, or block.

5 Rear view of the formation prior to the snap. The backs are numbered 1 to 4, the center 0 and the linemen 5 to 10. The ends are out a yard and a half from the tackles. Note the 1 and 2 backs behind the tackles and 3 and 4 with a half spin already made. On the snap, 2 crosses over with his left leg and whips back to the tailback. Meanwhile, 4, the receiver, steps forward with his right leg, bringing him to a position facing 3, who has stepped forward with his left leg. The arrows show clearly the exact movements of the backs. The climax of the spin is shown in the next picture.

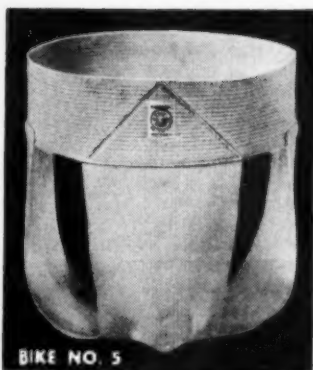
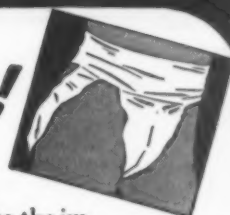
6 No. 4, the receiver, can give the ball to 2 or 3 or keep it himself. No. 1 and guards 7 and 8 have pulled out to the right and the play, ostensibly, will go in that direction. The finish of the spin is shown in the last picture. No. 2 has come on through and to the right, where he can pass or run wide. No. 3 has pivoted on his left foot and with his back to the defense, could carry the ball to the left, block or pass. No. 4 has pivoted on his right foot; from this position he can drive over center, guard or tackle, block or go down for a pass.



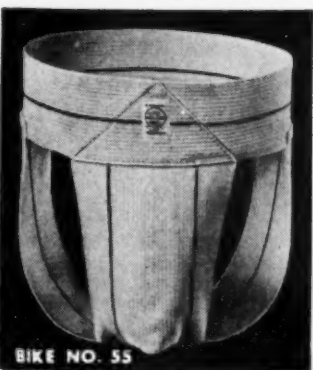
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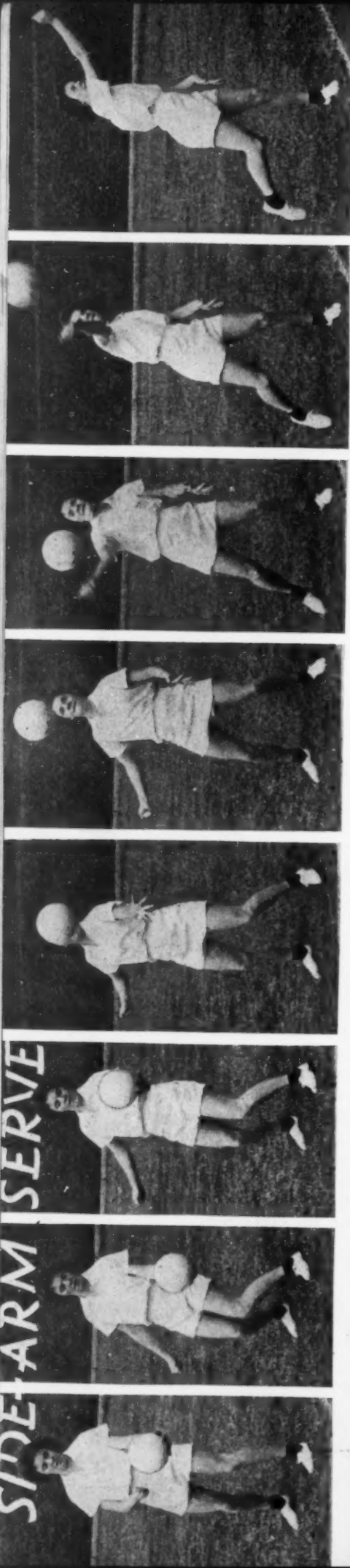
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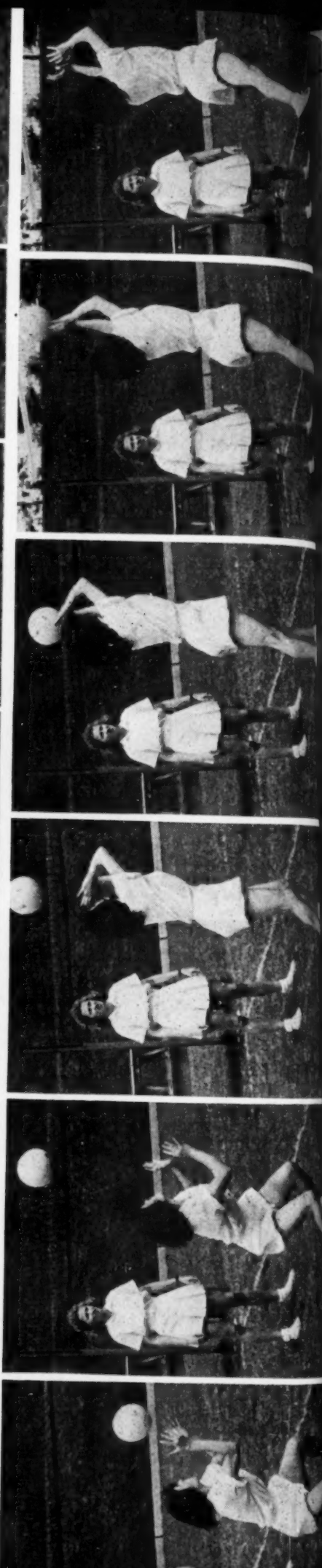
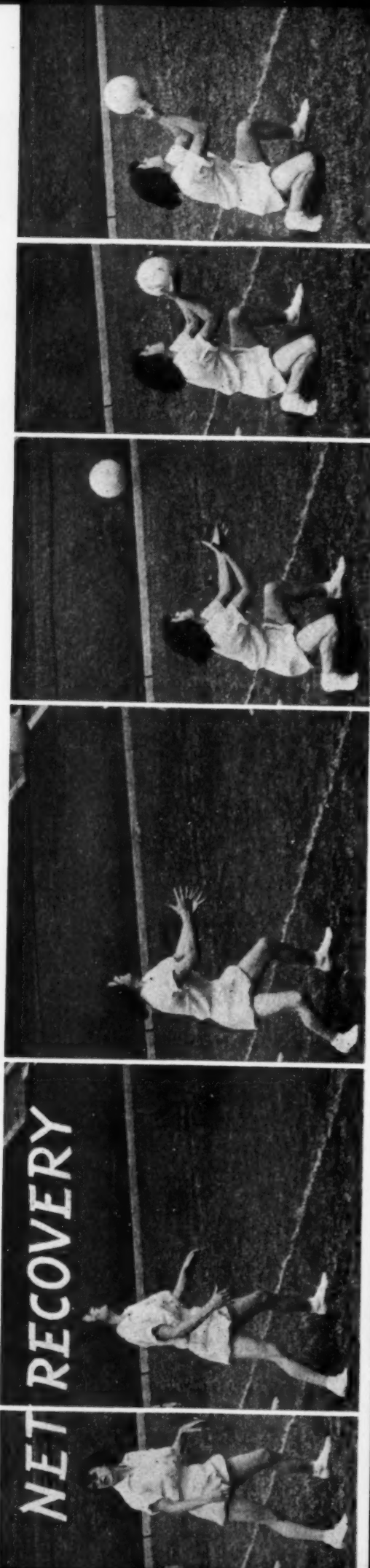
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FOOTBALL BULLETIN

Officials' Signals



PUSHING MOVEMENT OF HANDS TO FRONT WITH ARMS HANGING VERTICAL — Illegal crawling, pushing or helping runner.



PUSHING HANDS FORWARD FROM SHOULDERS WITH HANDS VERTICAL — Interference with forward pass (also pass which touches ineligible player).



HANDS ON HIPS — Off-side and violation of kickoff formation.



BOTH ARMS EXTENDED ABOVE HEAD — A score. Bringing hands together after signal indicates safety; shifting of hands in vertical plane above head, time out. Timekeeper answers signal by raising his right hand.



GRASPING OF ONE WRIST — Holding.



HORIZONTAL ARC OF EITHER HAND — Player illegally in motion.



MILITARY SALUTE — Unnecessary roughness.

MILITARY SALUTE FOLLOWED BY STRIKING KNEE WITH HAND — Clipping.

MILITARY SALUTE FOLLOWED BY SWINGING LEG TO SIMULATE PUNT — Running into or roughing the kicker.



WAVING HAND BEHIND BACK — Illegal forward pass.



SHIFTING HANDS IN HORIZONTAL PLANE — Penalty refused, incomplete pass, play to be replayed, missed goal, etc.



FOLDED ARMS — Delay of game or extra time-outs.

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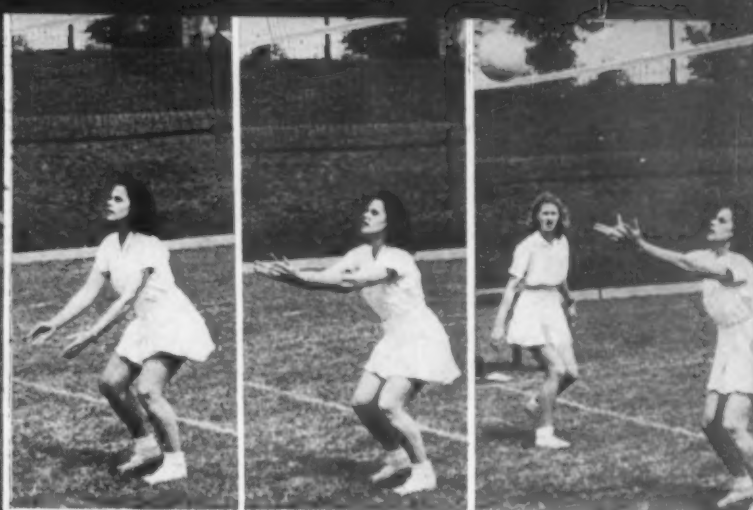
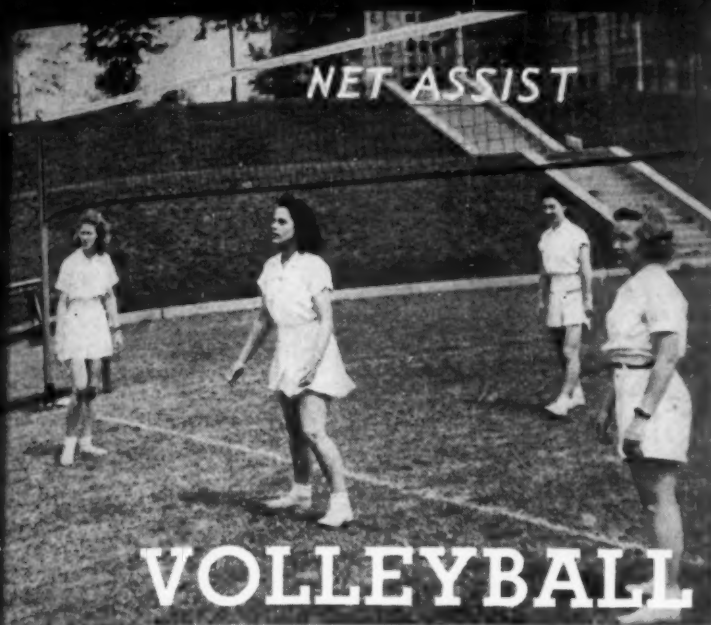


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VOLLEYBALL TECHNIQUES

This is the first of a series of two articles by Josephine Burke, of the department of physical education at Hunter College of the City of New York. Miss Burke is chairman of the national sub-committee on volleyball for girls and director of the new 16mm. film, "Techniques in Volleyball," now being distributed by the Scholastic Coach Bookshop.

VOLLEYBALL offers two great possibilities. On one hand it may be promoted as a purely recreational game, with the play element predominating; while on the other it may be presented as an intensive competitive sport.

These are the extremes on which the program may be based. Insofar as physical education and intramural programs are concerned, a middle course is recommended. The game should be taken and played as a system with the idea to win but not at any cost, and to enjoy the game as it goes along.

Physical education instructors who are responsible for organizing these classes should develop the players by a successive presentation of fundamentals. The first few periods should be spent on such basic techniques as rotation, handling the ball and passing.

The ability to handle the ball correctly is the keystone of successful teamwork. Every player should be

taught how to handle the ball easily and accurately and to keep it in play after it has been served.

The first step in this teaching program is the limbering up of the hands and wrists. Beginners in volleyball invariably injure these all-important members, due to their inexperience in blocking and taking the speed out of fast balls. A few simple drills will serve to condition these parts and thus protect the player against painful accidents.

As a warmup the players may form a circle and pass the ball back and forth until everybody has handled it a few times. They may then reorganize themselves into a double line facing each other about eight feet apart, and pass the ball in zig-zag fashion up and down the line to develop control, accuracy and speed.

The element of height may be added to the drill by placing a net between the two lines.

After the fingers have been tuned up, the next step is to practice serving. This part of the game merits a good deal of practice. Most players merely bat the ball over the net, obsessed only with the idea of getting it into the sphere of play. Where scientific thought has been

By Josephine Burke

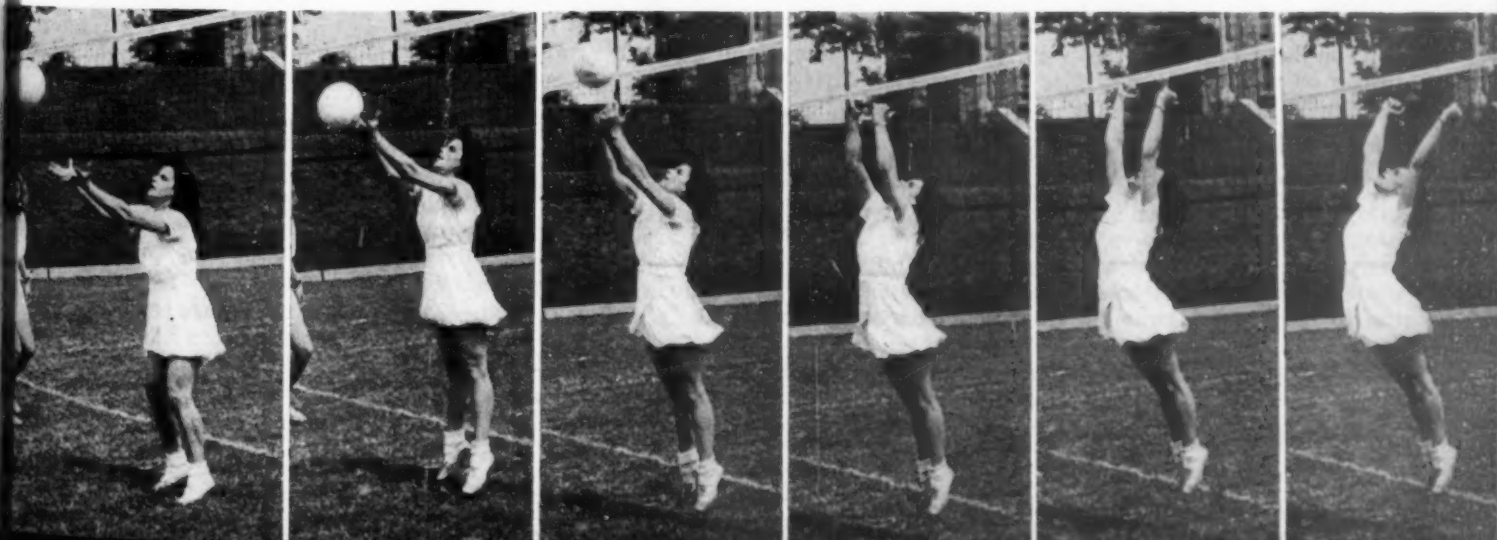
applied to the game, however, coaches are training their charges in different styles of serving.

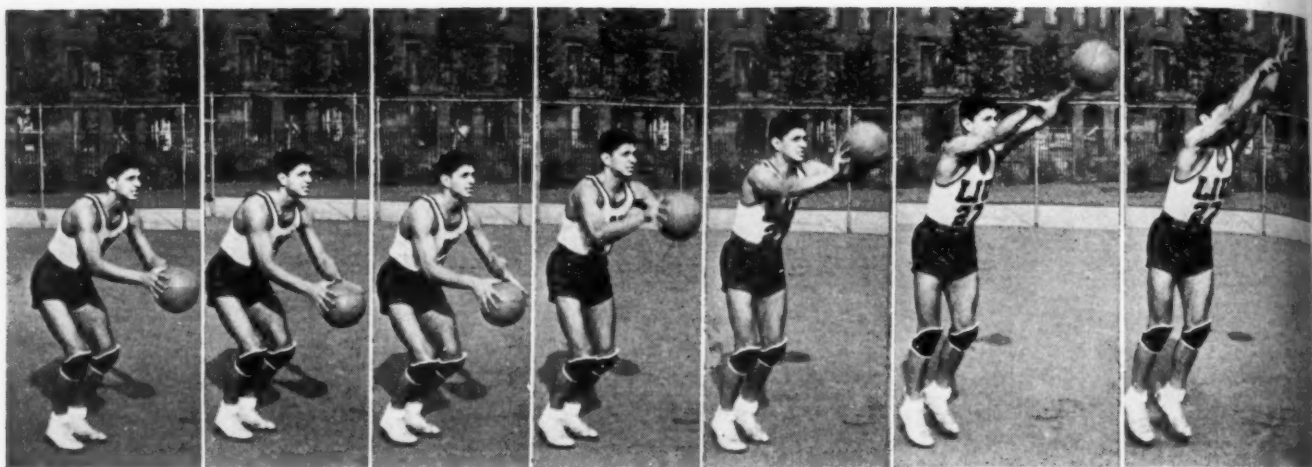
The sidearm serve is one of the many ways of putting the ball in play. It seems to come easily and naturally to most players. While it takes time to perfect the art of placement, the sidearm enables the beginner to get the ball consistently over the net. To the novice this, after all, is the most important element of the serve. After the skill has been learned, a spin may be imparted which will make it a difficult proposition to return.

As shown in the pictures, the entire body enters into this serve. The player stands with her left side facing the net, her knees slightly bent and the feet about ten inches apart and parallel to the end line. She holds the ball in her left hand away from the body and at waist level.

As she tosses the ball a few inches up into the air with her left hand, she swings her right arm slightly backward to gather momentum for the forward swing. The arm then

(Continued on page 31)





BASKETBALL SKILL TESTS

By Roland F. Ross

Roland F. Ross, coach at Roxbury, N. Y., Central School, has been getting good results in his physical education classes with these basketball skill tests. They have proven self-motivating aids and a source of potential varsity material.

FOR an effective transfer of training, identical elements must be present; both the teacher and the pupil must be imbued with an enthusiasm for the subject. Where this interest is lacking, either in the teacher or the pupil, the chances that real learning will take place are slim.

Roxbury was faced with this problem several years ago. We had trouble interesting our senior and junior high physical education classes in the instructional phase of our basketball program. We found that when we discussed a certain fundamental, demonstrated it and then had the class work on it, there was a lack of interest on the part of many and hence a more or less slipshod performance.

In searching for a way to motivate our instruction, we hit upon a novel testing idea. We devised a series of tests which we lumped into four groups; namely group one, group two, group three and group four.

We made the first group very easy for two reasons: (1) so that even the poorest in the class could get a start and (2) to provide a stepping stone for the harder tests to follow. Group two was harder and stumped some of the class. Group three was difficult enough to challenge the players of junior varsity caliber, while the last group constituted a real challenge to the members of the varsity.

We never allowed a pupil to take any of the group two tests until he had passed all the tests in group one. The same rule applied to the other

groups. You couldn't advance until you had successfully completed all the tests in the preceding group. However, we did allow the students to take the tests in each group in any sequence they chose.

In these tests we tried to include skills, a knowledge of the rules and tips on good condition. We also encouraged the training of good student officials, as there are pupils in every class who are very much interested in the game but either through lack of ability or physical limitations can never play the game. Since many of these boys make excellent timers and scorers, we devised a set of questions on the duties of each.

Naturally the passing of these tests demanded a close study of the rules. Those who passed were qualified to serve as timers or scorers in our intramural games. For referees we looked for boys with considerable playing experience. Our best bets, of course, were members of the varsity.

Records for each class were kept on a 14 by 22 inch bristol board, with the short edge across the top. Leaving a three-inch area on top for the names of the tests, we drew horizontal lines for about 30 names. Twenty vertical lines were then drawn, giving us 20 quarter-inch squares for each student. About three inches were left along the edge for the names of the pupils. By drawing a heavy vertical line after the tenth square, we had a scorecard for the first two groups of tests.

As each test was passed the respective square was checked with a colored pencil. The teacher personally supervised each test or appointed a member of the varsity for the chore. After class one of the students

colored in the squares that had been checked, so that each pupil could tell at a glance how he stacked up with the rest of the class. A different colored pencil was used for each group of tests.

When the pupils finished group two, another card was prepared for the third and fourth groups. The pupils' names were transferred to the new card in the order they completed the first two groups. These charts were posted on the gym wall or bulletin board for ready reference.

These tests, of course, can be varied to meet the teaching situation. Girls, for example, shouldn't be given the same tests you give boys. The tests we used last season follow:

GROUP 1

1. Hold a basketball correctly.
2. Make a chest pass.
3. Make a bounce pass with the receiver cutting.
4. Catch a basketball correctly.
5. Dribble correctly.
6. Make the carom or layup shot with either the right or left hand.
7. Make a pivot to both the right and left sides.
8. Make one out of five foul shots.
9. Make one out of five set shots. (The coach can mark the spot on the floor from which he wants the shots to be taken.)
10. Tap the ball correctly on a jump ball.

GROUP 2

1. Make eight shots in thirty seconds. (Only the shooter handles the ball.)
2. Dribble and pivot.
3. Make two out of five foul shots.
4. Cut, receive a pass and shoot, making three out of six shots.

(Concluded on page 33)

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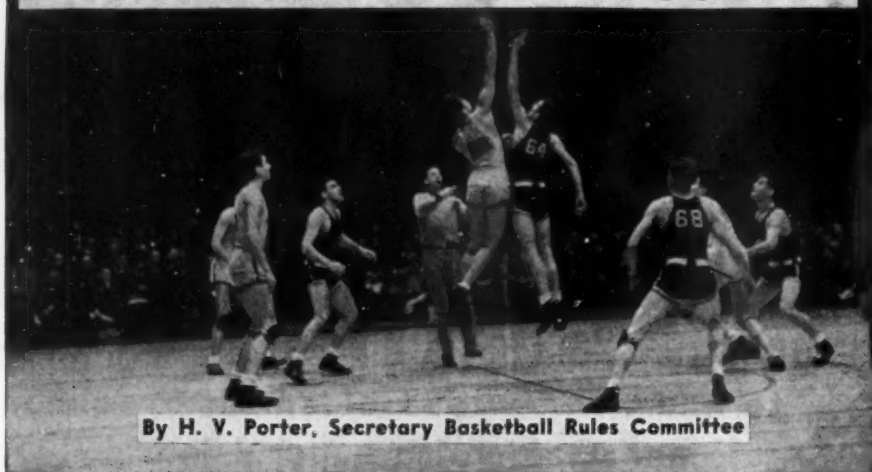
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Basketball Brain Teasers



By H. V. Porter, Secretary Basketball Rules Committee

CONSCIENTIOUS basketball officials and coaches looking for a good way to brush up on the rules could hardly do better than to review the comprehensive examination which the National Federation gave last season to its aspiring officials.

This test was probably the most searching of its type ever given. No one who hadn't made a thorough study of the rules and their myriad applications was qualified to pass it. The test asked 135 questions involving 521 decisions. A summary of most of the papers revealed that only one question was answered correctly by all. The question:

Team A takes its last legal time-out. The Official notifies the Captain but does not notify the Coach. Later in the period, A6 enters as a substitute and takes an excess time-out. Should free throw be awarded? *Correct answer:* Yes.

For basketball lawyers only

Here are a few of the questions which were answered incorrectly by the greatest number, together with a few pertinent comments.

1. Official should blow his whistle (1. When a field goal is made.) (2. When ball crosses plane of the end line on the throw in after a successful goal.) (3. When ball is thrown in from out of bounds to start second quarter.) (4. When gun sounds to end quarter.) (5. When ball is thrown in from out of bounds after time has been out.) (6. When ball lodges in support of basket.) (7. When ball reaches highest point on toss to start overtime.) (8. As soon as A2 touches ball, no possession, in back court after illegal return from front court by A1.) (9. When A1 has possession in court

and touches ball against Official who is on a boundary.)

Correct answer: 6, 8 and 9 are correct. Many officials seemed to believe that the whistle should be sounded to start the watch when the ball is thrown in from out of bounds. This is not the case. The only reason the whistle is blown to start the watch when play is resumed by a jump is that the hands of the official are busy when he is tossing the ball. Consequently, he cannot signal time-in by a motion of the hand. In any other situation time-in is signalled by the hand rather than the whistle.

2. A1 is awarded two free throws for personal foul. After the ball is placed at his disposal, the Scorer discovers that he has changed his number without reporting it. Should penalty be enforced? State penalty? Is A1 permitted to attempt his two free throws? If last free throw resulting from this set of circumstances is successful, how is the ball next put in play?

Correct answer: Yes. One free throw and disqualify. No. Center jump. Many of the officials thought A1 should be permitted to attempt his two free throws. Some thought that only one should be permitted on the grounds that this constituted a double foul. Others thought that the ball should continue in play after the last throw because the series of infractions did not constitute a double foul.

3. Following a field goal: (1. Ball is dead.) (2. Captain may take time-out.) (3. Substitution may always be made without any charged time-out provided it is completed within thirty seconds.) (4. During official's time-out for untangling net, Scorer may send in substitute

if he is willing to be charged a time-out.)

Correct answer: 1, 2 and 4 are correct. Many writers indicated that the ball is not dead because the watch is still running. Others thought a player does not have the right to take a time-out under such circumstances.

4. It is a dribble when: (1. A1 holds the ball and leans over to touch it to the floor more than once.) (2. A1 stands still and tosses ball from left hand to right hand and back.) (3. A1 throws ball at wrong basket and recovers the rebound.) (4. Throws ball against back of B1 and recovers the deflected ball.)

Correct answer: 2 and 3 are correct. Many men failed to realize that throwing the ball against the opponents' backboard constitutes a dribble. In part 4 the ball has touched another player and the question of control has no bearing.

5. State number of free throws awarded Team A if A1 is pushed while he is attempting a field goal and at the same time A2 is fouled by both B2 and B3. If goal is made. If goal is missed.

Correct answer: 3 . . . 3. These answers are in harmony with play 310 in Play Situations book. It is based on the assumption that if it is correct to award only one free throw for each foul in the case of a double foul, it is right that only one free throw be awarded for each foul in the case of a multiple foul.

6. A1 attempts free throw. While the ball is in the air, A2 pushes B1 and causes B1 to step into the lane too soon. (a) The free throw is successful. (1. Goal counts.) (2. Goal counts and B awarded free throw.) (3. Penalty for foul is disregarded because ball was dead.) (4. Foul by A2 was after resumption of play following first foul.) (5. Center jump after last free throw.) or (b) The free throw is unsuccessful. (1. Award substitute free throw.) (2. Captain of B may waive B's throw.) (3. B's ball out of bounds at end.)

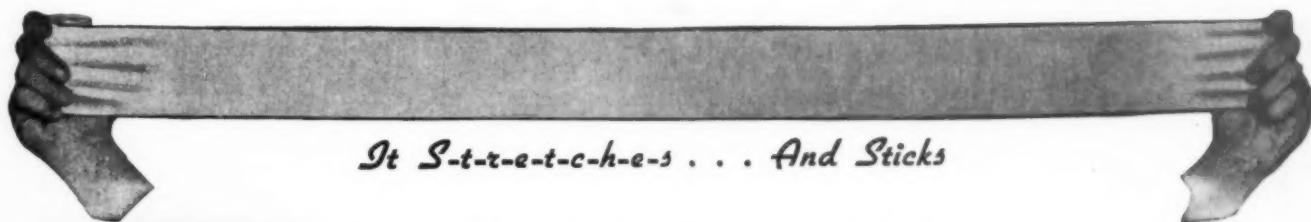
Correct answer: (a) 1, 2, 4 and 5 correct. (b) None correct. The greatest number of errors in this question was in connection with Part 5 (a). It will be noted that two seasons ago the rule relative to fouls by both teams being administered as a double foul applied only in case the second foul occurred before play was resumed. The rule last year had to be modified a trifle to show that the double-foul administration applies if the second foul occurs any time before the watch is started. See 2 and A under Rule 13-7.

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New Books on the Sport Shelf

PHYSICAL EDUCATION IN THE SECONDARY SCHOOL. Prepared by Laurentine B. Collins and Rosalind Cassidy. Pp. 120. New York: A. S. Barnes & Co. \$1.

THIS book, or more specifically, report is the consummation of the efforts of the Progressive Education Association to arrive at a basic philosophy and to apply it to individual curriculum problems.

Part A states in very brief form a basic point of view consistent with the best present-day thinking in education. Part B is concerned with deriving from the basic point of view implications for the redirection of physical education. These implications are organized mainly around methods of curriculum building, the program as a process and the secondary school administrator and his responsibility.

With a basic point of view stated and some implications drawn, Part C is devoted to the raising of questions about problems in physical education which demand critical study and careful experimentation.

The report is amplified with an excellent bibliography of basic source readings.

TENNIS. By Helen Hull Jacobs. Pp. 77. Illustrated—photographs and drawings. **GOLF.** By Patty Berg and Otis Dypwick. Pp. 81. Illustrated—photographs. New York: A. S. Barnes & Co. \$1 each.

THE latest additions to the ever-growing Barnes Dollar Sports Library give you a full hundred cents' value for your dollar. Both volumes offer a clear, concise picture of the particular sport and basic standards to follow.

Helen Jacobs, one of our greatest woman tennis players, organizes her material along conventional lines. She analyzes the basic strokes, including the forehand, backhand, service, volley, smash and lob; the trimmings, position play and spin, proper timing, doubles, equipment, and training.

The book is nicely illustrated with both single and progressive action pictures, in both of which Miss Jacobs has had a hand. A good hand with a camera, she herself has contributed most of the individual shots; and served as a model for the more detailed progressive action pictures.

In *Golf* Patty Berg, the former national women's golf champion, presents via an almost even commixture of photography and words, the game in all its aspects. The book, definitely, is one of the more lavish *Dollar Sports* editions. Using a special gloss paper stock, it offers over 80 large,

unusually graphic pictures of Patty in action.

While the pictures are of the progressive action type, only one appears on a page. The rest of the page is reserved for an exposition of the particular phase of the stroke shown.

In this fashion Patty covers grip, stance and address; wrist and hand action, wood play, iron play, chipping and pitching, sand trap shots, and putting.

TENNIS, BUILDER OF CITIZENSHIP. Edited by William P. Jacobs. Pp. 257. Illustrated—photographs and diagrams. Clinton, S. C.: Jacobs Press. 25c.

THE editor, William Plumer Jacobs, is president of Presbyterian College and chairman of the Tennis Clinic Committee of the United States Lawn Tennis Association.

In this rules-book-sized handbook, he presents the psychology and technique of the game as taught in the clinic. Psychology is covered in four chapters: mental development, physical and moral, social and spiritual, and citizenship building.

Bill Lufier, tennis coach and director of the model clinic at Presbyterian, then outlines a working system for organizing and conducting the clinic, after which the book goes technical. Among the famous contributors on technique are Don Budge, Eleanor Tennant, Ellsworth Vines and Mary K. Browne. The game is covered from A to Z.

Rounding out the text are a review of intercollegiate tennis, including many team pictures; a splendid chapter on the construction of tennis courts, the complete rules of the game, and tournament regulations containing directions on how to make the draw.

The book is unusually well-written, very easy to follow and splendidly illustrated with single and progressive action shots of the greats and near greats. Whether you contemplate running a clinic or not, much valuable information is here for the taking (at only 25 cents—a steal).

THE PLAYLEADERS' MANUAL. By Margaret E. Mulac. Pp. 267. Illustrated—drawings and diagrams. New York: Harper & Bros. \$2.75.

HERE'S a precious handbook that incorporates into one volume suggestions, projects and program-planning aids for the myriad-sided job that is the playleader's.

While originally planned to serve the playground leader as a text in playground and camp courses, the

book contains much useful material for the teacher in the schoolroom and gym, the social recreation leader and athletic directors in every walk of sport.

Miss Mulac, supervisor of girls' activities and playgrounds in Cleveland, covers an enormous amount of ground, including: first aid, low- and high-organized games, dual games, tournaments and contests, folk dances and singing games, playground feature events, story-telling and dramatics, nature study, handicraft, quiet games, stunts and puzzles, and planning and conducting the party program.

Encores

TENNIS FOR TEACHERS (Second Edition). By Helen Irene Driver. Pp. 219. Illustrated—photographs and diagrams. Philadelphia: W. B. Saunders Co. \$2.50.

MISS DRIVER, who is director of physical education for women at the University of Buffalo, has revised her book to bring the material up to date in the light of new methods of teaching and changes in tennis technique.

In adding to the material of the book, Miss Driver has included a new chapter on ball spin and a chapter headed, "The Question Clinic." Perhaps the outstanding addition to the book is a stunning collection of photographs and diagrams.

After prodigious research and experimentation, the Buffalo physical education director has worked out with interesting simplicity a method of teaching which is pedagogically sound. The book is well written and easily followed. It constitutes a valuable guide for prospective teachers.

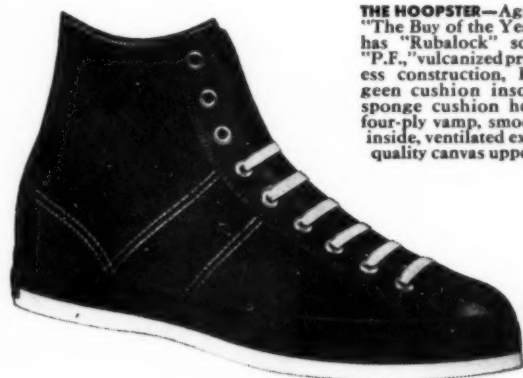
PUBLIC HEALTH AND HYGIENE (Third Edition). By Charles F. Bolduan and Nils W. Bolduan. Pp. 366. Illustrated—photographs and drawings. Philadelphia: W. B. Saunders Co. \$3.

FOR their third edition of this students' manual, the authors have added new chapters on changing health problems, food poisoning and disposal of offal, garbage and rubbish. They have also included new or expanded ideas on air conditioning, school medical inspection, venereal diseases, etc.

The authors cover their subject in five sections: a general introduction, the more important communicable diseases, non-communicable diseases and conditions, community hygiene, and health administration.



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Coaching School Notes

(Continued from page 11)

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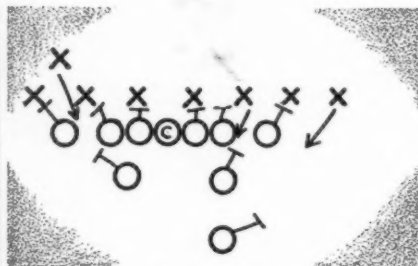
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retain their feet and force the opponent farther to the outside.

On certain freak distributions of defensive strength, the offensive ends will stay in the line and block. For example, if the defensive gun is loaded as shown in **Diag. 14**, with extra men on the flanks, the ends take the second men outside their tackles. The left half blocks the right backer-up while the left tackle checks the second man in from the left. The right half takes the man immediately outside his right tackle, and the fullback the third man outside his right tackle.

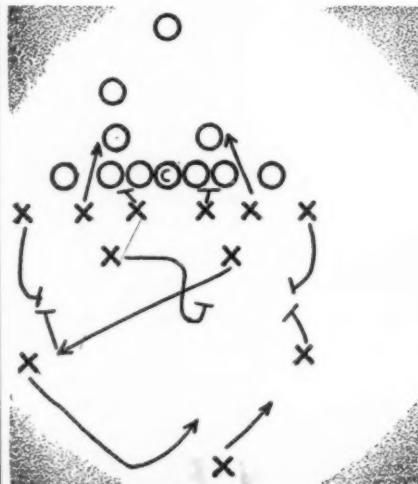


Diag. 14, Punt Protection

The punter must now kick out of bounds. If the gun is loaded only on one side, freeing one end, the punter kicks to the free end's side of the field. The kicker must not outkick his coverage. He should try to get 'em high.

His teammates go down in different paths (that is, after executing their primary assignments), covering the field completely. After checking their men out the halves swing downfield about seven yards back and outside their ends.

That Crisler's system of coverage pays dividends is attested by his record: Michigan has not had a punt blocked in three years!



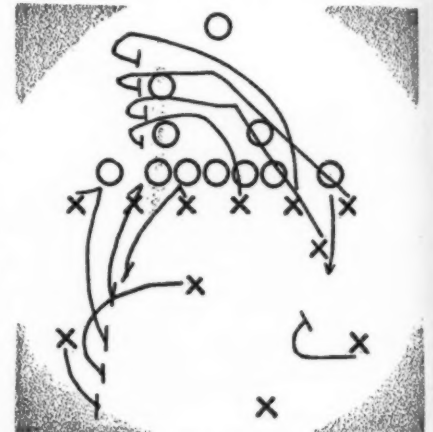
Diag. 15, Defense Against Punt

As a defense against kicks Crisler uses a 6-2-2-1 with special replacement features (**Diag. 15**). The guards knock the legs out from under the offensive guards and tackles, the tackles drive in to block the punt and the ends drop back five yards to block the offensive ends, assisted by the halfbacks.

The center drops back to replace the superior ball-carrying halfback, who goes back to reinforce the safety. The fullback moves over to the center, dropping back on the snap and taking the first man down.

The back man who doesn't catch the ball yells directions to the ball-carrier as he leads him in the direction of the end who has been most retarded by the defensive blockers.

Diag. 16 shows one of Crisler's special return formations from a position close to the sideline. The gun is loaded on the side nearest the sideline with the defensive right tackle drawing the offensive halfback to the outside and the backer-up and end crashing the inside alley.



Diag. 16, Return Formation

If the end doesn't block the punt, the tackle swings to the inside of the field as shown.

The right guard charges through and swings to an inside position. The left guard, tackle and end momentarily check their men to the inside and then drop back to form a cup on the men coming down. The strong-side backer-up and the left half round out the cup at the deeper positions. The right half swings to an inside position on the offensive left end.

Only one safety man is needed as the kicker will invariably punt out of bounds or to the open side of the field where the receiver is stationed.

Michigan last year blocked nine kicks and returned three for touchdowns!

National Federation Notes

STATE association administrators are following with interest a breach of contract case in Florida that may have nation-wide repercussions. Two schools entered into a contract for a game. Later one of these schools was expelled from the state association. This apparently abrogated the game as the second school could not play against a non-association member.

The state association was sued. The lower court ruled that a contract entered into by a school later expelled from the association must still be discharged by the party which remains a member of the state association.

The case was then carried to the Supreme Court. That final authority ruled that the association is within its rights when it expels a school for breach of state association rules and that no member school can be forced to fulfill a contract with the expelled school.

This apparently settled the matter, but a petition for a rehearing was filed. Until this petition is disposed of, the state association is enjoined from suspending the guilty school.

Illinois expands staff

Illinois has employed another assistant secretary. The managerial personnel now includes a secretary, two assistants and a manager of the girls' department. Kenneth Letsinger, the new assistant, will be primarily responsible for the administration of certain music and literary contests, and also some athletic contests. Formerly principal of Gilman High School, he has had considerable experience in coaching.

A National Federation regional conference is scheduled for New Orleans on Saturday, March 21, under the sponsorship of the Louisiana Board of Control. The program will be planned by secretary G. C. Koffman and executive-committee member B. C. Alwes in cooperation with the national office.

Two other outstanding events are scheduled for the Mardi Gras city during this week-end. One of these is the meeting of the National Basketball Committee and the other the semi-finals of the National Collegiate Basketball Tournament.

The annual meeting of the Interscholastic Football Committee is scheduled for Chicago on January 8, 9 and 10.

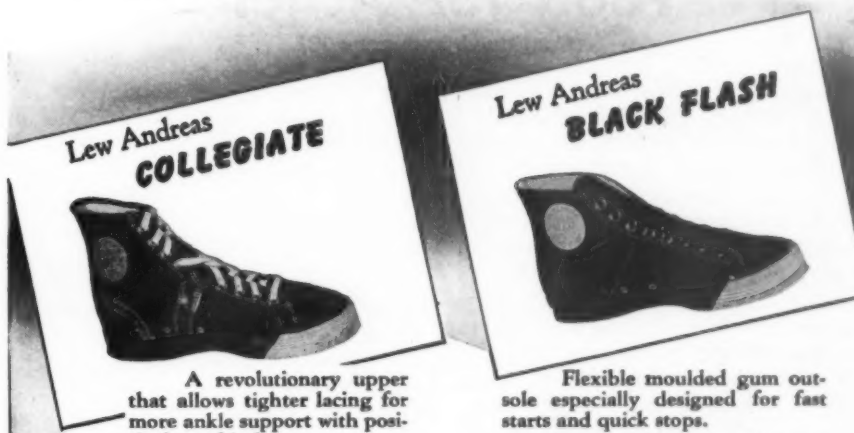
H. V. P.

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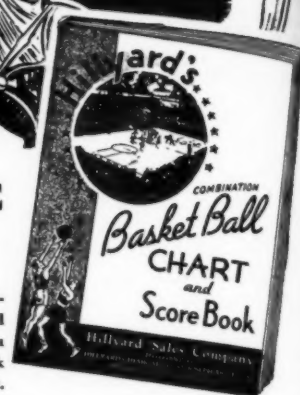
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Food for Action

(Continued from page 18)

amount of sodium and chlorine. When participating in sports in hot weather or indoors, it is well to add a little salt to the drinking water as much salt is sweated off the body.

Potassium must be present in exactly the right proportion to sodium to give elasticity and excitability to muscles and nerves. The average diet usually is sufficiently varied to include enough potassium.

Various inorganic salts such as sulphur, manganese, magnesium, fluorine and bromine are also essential nutriment and are present in most protein foods.

Vitamins as regulators

The rest of these so-called dietary piers (29-36) are made up of the Vitamins. In general, vitamins act as regulators of the chemical processes of the body. A lack of any of the vitamins in the daily diet results in a lowering of physical efficiency long before the diseases related to each vitamin occurs.

A lack of vitamin A lowers the resistance to skin infection and impairs the vision in dim light. Still, vitamin A taken above the neces-

sary amount will not increase resistance or visibility in the dark of a healthy individual.

Vitamin B₁ is essential for carbohydrate metabolism and for the health of nerves and the intestines. Chronic fatigue may be due to a lack of this vitamin. Since vitamin B₁ is stored to a very small extent, the supply must be furnished daily. Symptoms of deficiency may occur after only five days of deprivation.

The B complex, nicotinic acid and riboflavin, prevent pellagra and inflammation of the mucous membranes.

Vitamin C prevents scurvy. Some symptoms of a lack of vitamin C are: mental depression, laziness, a tendency to bruise easily, and shortness of breath. Athletes need a great deal of vitamin C.

Vitamin D is formed in the fatty substance of the skin by the action of sunlight. It is essential to life and growth. The symptoms of vitamin D deficiency are: flabby muscles, irritability and restlessness, and later, rickets.

Other vitamins such as E, K and P are dietary essentials and are

present in a sufficiently abundant and varied diet.

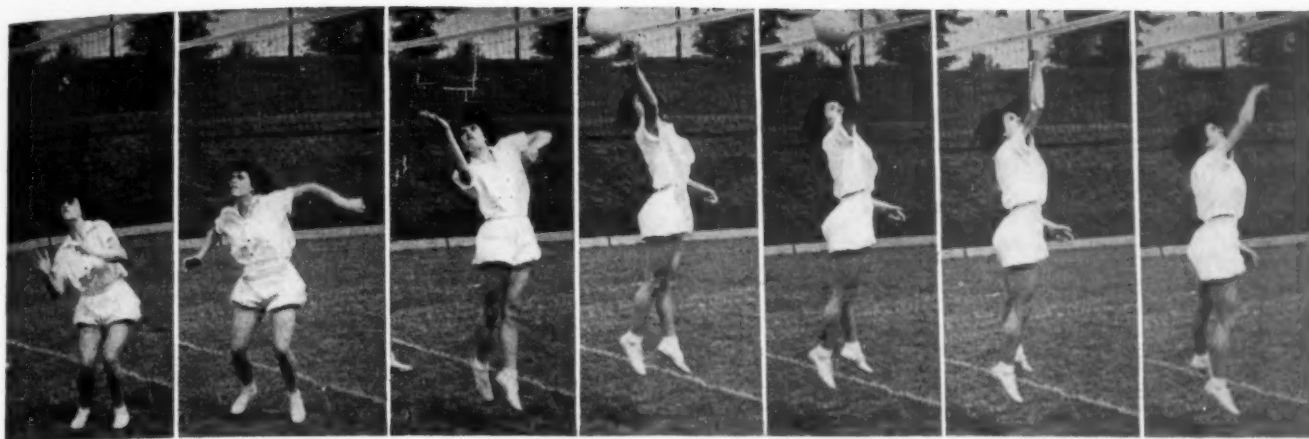
Nothing is to be gained by taking an excess of any of these dietary piers supporting the bridge of physical efficiency.

Amounts of any of the essential foods above that of the daily requirement are eliminated by the kidneys and intestines. If the daily diet adequately provides these essentials, the addition of large amounts of sugar, salt, protein, vitamins or any other food serves only to throw a burden upon the digestive and excretory processes.

Only in prolonged events, such as a marathon race, has addition of any food substance been effective in improving the performance of healthy individuals. These events deplete one of the essential food supplies and thus weaken the bridge of physical efficiency. The addition of special food substances counteracts the depletion of the essential pier.

Overloading the healthy body with any of the essential fuels for the purpose of increasing its strength or speed is as futile as attempting to increase an automobile's power or speed by adding a reserve supply of gasoline to an already filled tank.

(This material, with amplification, may serve as a lecture.)



Volleyball

(Continued from page 17)

comes forward above waist level and parallel to the ground. Contact is established with the ball on its downward path.

The hit may be made with an open hand or a fist. The closed hand is easier for beginners and gives them a feeling of power. The more skilled players use the open hand for directing the ball.

The right arm follows through with a forward and upward movement. As in all serves, the moment the swing is completed the player

should return to her position on court.

Once the ball is in play it is the duty of every player to keep her eyes on the ball. The forward line must maintain a constant alertness, maneuvering constantly to keep the ball in sight. They must always be prepared to save a ball that has been driven into the net. Since so many balls are smacked into the net, the recovery technique naturally is a valuable part of the forwards' training.

Very often the back line will block the ball and send it back fast and wild toward the net. Although the return may be too fast and high for a forward to intercept, it may

Above: One-hand Net Assist

be too low to go over the net. Consequently, the ball strikes the net.

As the ball rolls down, the forward player should quickly get under it to gain control. The knees must be well bent and the hands stretched forward to meet the ball. A light, upward flick of the wrists keeps the ball under control.

A second hit is then necessary either to direct the ball over the net (if the player is the third person to handle it) or to set it up for another forward to spike.

Another essential play for the forward line is to assist a short ball

(Concluded on page 33)

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FOOTBALL RULES POSERS

By H. V. Porter

ALTHOUGH the football season has just about cut its first turf, the men who make the high school rules are already busy untangling a crop of knotty rules interpretations. Here are a few situations which have come to their attention so far:

1. From Tennessee: "In the following situation, is the penalty enforced from the previous spot or from the succeeding spot? Play: B1 trips and A1 holds during a down. Immediately after the ball is dead, A2 clips."

Ruling: The first two fouls offset each other, necessitating a replay of the down and bringing the ball back to the spot of the snap. The clipping occurred during the period between downs; consequently, A is penalized 15 yards from the succeeding spot. In this particular case, the succeeding spot happens to be the previous spot as well (where ball was snapped). This illustrates why it is not correct to use "spot where the ball is dead" as synonymous with "succeeding spot."

2. From South Dakota: "We are unable to justify awarding the ball to A on the one-yard line in play situation 245. Play: A1 kicks from his end zone. The kick crosses the scrimmage line and after being touched by A2 or after striking the ground it rebounds back into A's end zone where A1 recovers. He advances into the scrimmage zone."

Ruling: Safety or B's ball on A's one-yard line. This is one of those funny ones which crop up now and then in spite of efforts to eliminate rule inconsistencies. Since the kick has crossed the line, the touching by A1 is illegal and it is B's ball at any spot of such touching. Theoretically, A was illegally touching the ball on the one-inch line and B might take it at that point. To avoid this absurdity, it is arbitrarily ruled that B may take it on the one-yard line.

3. From Illinois: "If A1 goes out of bounds during the kick-off and comes back in to fall on the kick, is this an illegal touching which results in loss of ball to the offended team at the spot of the touching?"

Ruling: There can be no illegal touching of a free-kick. In this particular case, A1 has committed a foul but it is for participating after being out of bounds during the down. The penalty is loss of 15 from the previous spot and A should kick again.

"Question: Would this same thing apply if the foul occurred during a punt?" **Ruling:** In the case of a punt, the touching of the ball by A1 who has been out of bounds constitutes a multiple foul. B would have the choice of taking the penalty for illegal touching of a punt or for the opponent participating after being out of bounds.

4. From North Dakota: "Play: A1 snaps the ball from his three. The snap is to A2 who is standing on the end line when he receives the snap. Is this a safety or loss of 15 (half the distance) from the previous spot?"

Ruling: In this case, the only foul is for participating after being out of bounds during the down. Consequently, if there is any penalty, it is 15 yards. However, B might decline the penalty and in that case it would be a safety.

5. From Kentucky: "In Interpretation Meeting Bulletin I there is a statement under 8-5-4 to the effect that when a pass is incomplete in B's end zone, the penalty is the same regardless of whether the pass was legally started or was the second from behind the line or was from beyond the line. Is this a correct statement or should the penalty for the pass from beyond the line be loss of five and a down from the spot of the pass?"

Ruling: The statement in the bulletin is not incorrect but it might be misleading. The point involved in this particular statement is the matter of penalty for the incompleteness. The penalty "loss of down and five" is for throwing the pass, rather than for incompleting it. What actually occurs here is that in the case of a pass started from beyond the line, we ignore the incompleteness and penalize for the illegal start of the pass. Of course, that penalty is loss of down and five from the spot of the illegal pass and it would apply whether the pass is complete or not.

6. From Minnesota: "Question: Since there can be no interference during a pass which does not cross the line, how can the umpire determine whether a downfield block should be penalized? Won't the horn often be blown for a foul which must later be cancelled because the pass did not cross the line?"

Ruling: This could easily happen. The umpire might see a block which

(Concluded on page 35)

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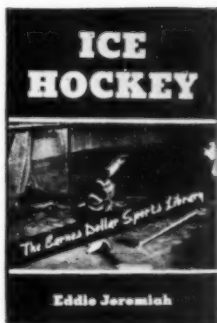
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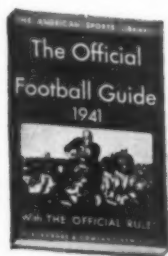
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Basketball Tests

(Continued from page 20)

5. Make two out of five set shots.
6. Make ten carom shots in thirty seconds.
7. Name four personal fouls.
8. Name three technical fouls.
9. Go around the "key hole" making the seven shots with not more than ten tries. (We marked seven spots around the foul lane and foul circle from which they had to shoot.)
10. Dribble and shoot, making two out of five shots.

GROUP 3

1. Make fifteen carom shots in thirty seconds.
2. Make five out of ten foul shots.
3. Pass the scorer's test.
4. Dribble and shoot, making four out of five shots.
5. Cut, receive a pass and shoot, making four out of six shots.
6. Pass the referee's test.
7. Recover a rebound correctly.
8. Diagram a zone defense. (In this test we had the boys diagram the defense as our varsity uses it.)
9. Play on the junior varsity team.
10. Name five rules that will help keep a player in good physical condition.

GROUP 4

1. Make seven out of ten foul shots.
2. Pass the timer's test.
3. Referee an intramural game satisfactorily.
4. Dribble and shoot, making five out of five shots.
5. Cut, receive a pass and shoot, making six out of six shots.
6. Make eighteen shots in thirty seconds.
7. Diagram and teach a play. (This could be any play they had either seen or made up themselves.)
8. Demonstrate a screen play.
9. Play on the varsity team.
10. Make three out of five set shots.

Volleyball Techniques

(Continued from page 31)

over the net. Back players will frequently send up high, short returns. If the forwards are coached to keep their eyes always on the ball, they will recognize the play as it develops. (See strips pp. 17 and 31.)

The front player should stand with her back to the net and crouch to get under the ball as it drops. She contacts the ball with a strong, deft wrist action and sends it over the net. Both hands are used.

The forward can also assist the ball over the net with one hand. The player stands with her back at an angle to the net. As the ball comes towards her, she crouches and then jumps to meet it. As contact is made she turns her body around in the air and lands facing the net.

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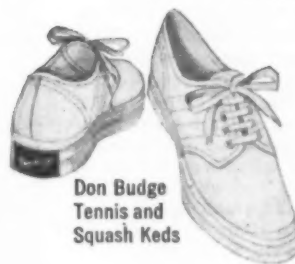
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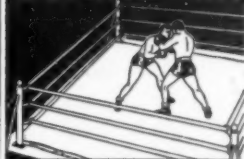
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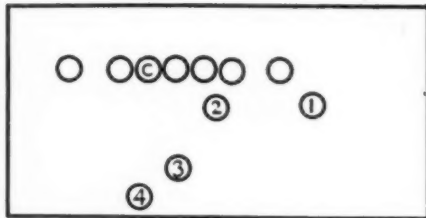
By Duke Thayer

Duke Thayer, a frequent contributor to "Scholastic Coach," is a former high school man who now coaches football at the Porterville, Calif., Junior College.

JUDGING from the interest that recent articles* have aroused in triple-spinner attacks, there's a possibility that the forthcoming season will see some experimenting with this revolutionary form of offense.

While the writer has never used this system *in toto* in his coaching, he has had some experience with it. At White Pine County High School (Ely, Nev.) several years ago, we used one sequence that was built around a triple spinner.

For want of a better title, we called the series "hidden ball" plays; and that's exactly what they were, inasmuch as no one could tell who had the ball. This was slightly nerve-wracking for the defense, and considerably worse for the delegation on the bench.



DIAG. 1: Basic single wing formation with ends split and strength to the right.

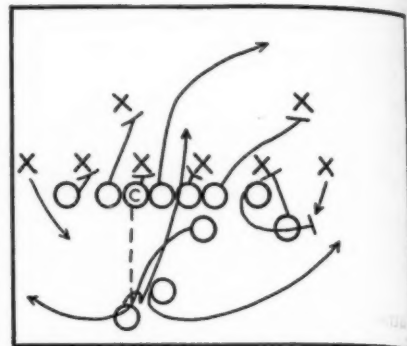
Our series of plays, four in number, were built up in sequence. They went around both ends, through the middle of the defensive line and ended in a pass. However, we never reached the pass stage as we invariably scored on either the second or third play.

While Hatch High (see footnote below), uses a box formation in the backfield and Ferndale High a double wing modification, White Pine relied on a single wing shifted right.

The boys lined up in regular single wing, line unbalanced right, ends split about a yard, backfield shifted right (Diag. 1).

As the ball was snapped from the center to the tailback, the blocking back (2), the fullback (3), and the tailback (4), spun simultaneously. The tailback stepped forward and executed a one-third spin on his right

*The author refers to two articles, both of which appeared in Scholastic Coach: "Hatch's Whirling Dervish Attack" by Ed P. Coleman in June 1940; and "Three Men Spinning in the Backfield" by Bruce M. Fisher last June.



DIAG. 2: Sweep to right with full carrying, left end and tackle blocking out.

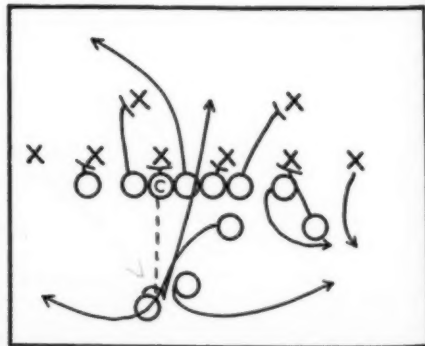
foot, to his right. This brought his tail around toward the right defensive end, concealing the ball from the entire right side of the defensive line. He assumed a squat position, with elbows on knees and the ball held in both hands in front of him.

The fullback pivoted on his left foot, which placed both he and the tailback shoulder-to-shoulder facing away from the play. The full could then take the ball and, covering up as effectively as possible, go to his left around right end. (The blocking for this play is shown in Diag. 2.)

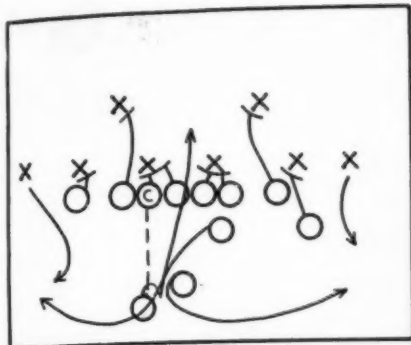
In the meantime the blocking back also pivoted left and followed the fullback past the tailback. He then continued to his right, around left end. When both backs had gone past, the tailback reversed his pivot and slammed through the middle of the defensive line.

These three players went through exactly the same motions on all three plays, with the result that each play looked like a run around both ends and a buck through the center. This appearance of three men carrying the ball caused some confusion for the defensive team.

The first play (Diag. 2) was seldom good for a gain, principally be-



DIAG. 3: Run to left, blocking back carrying, left end and tackle blocking in.



DIAG. 4: The payoff play; the tailback faking and spinning through the guards.

cause our right end could not get the hang of an effective hook block on the defensive left end. However, it set up the second play (Diag. 3) nicely, as the defensive right end would invariably charge fast for the tailback, leaving his flank wide open. Following these plays the third (Diag. 4) was a natural, as the defensive fullbacks and halfbacks were sure of nothing—particularly a drive through the defensive guards.

We used these plays in the final two games of the season and scored from the forty-five and fifty-five yard lines.

No doubt a smart coach could figure out a defense against this style of attack, but we seldom let our opponents see too much of it, using the series only once and not more than twice a game.

We designed the series merely to provide a little hipper-dipper for the spectators (and a headache to the opposition), and were very agreeably surprised to find our boys scoring from mid-field.

(For illustrated exposition of Coach Coleman's triple-spinner attack, turn to page 14.)

Football Posers

(Continued from page 32)

would be interference only if the pass crosses the line. It has been good practice for him to blow his horn as soon as the block occurs. Under the new rule, it will probably be best for the umpire to note the spot by dropping a weighted handkerchief and to withhold his horn whenever there appears to be any doubt as to whether the pass will cross the line. If the umpire should blow his horn and later find that the pass did not cross the line, there is no reason why his first decision can not be reversed. Difficulties will be avoided if coaches and players are well informed relative to this particular play.

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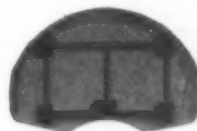


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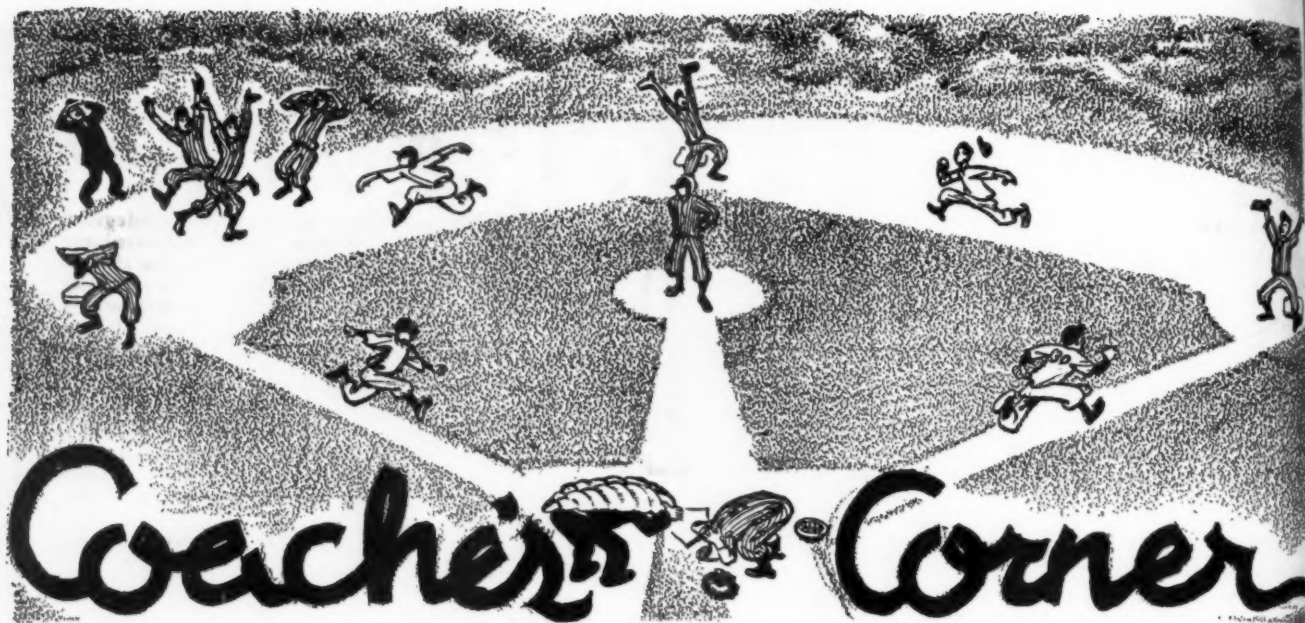
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If you have something for this column send it to Bill Wood, Evanston Township High School, Evanston, Illinois.

A few years ago Cornell started to march on Columbia. The Big Red powerhouse was bowling over the tackles and Lou Little called on one Machinski to go in and stem the tide. Columbia operates a telephone service between observers high in the stands and on the bench. Sam Cordovano, the line coach, was one of the observers. When he saw Machinski get off the bench, he grabbed the telephone and yelled, "Put Machinski on here."

Then he started at the beginning and told Machinski all about how to play tackle. Poor old Machinski was standing in front of 30,000 people holding a telephone. No one in the crowd knew what it was all about and caustic comments began drifting from the stands.

Finally a leather-lung bellowed: "He's saying goodbye to his mother!"

Frank Leahy, the soft-spoken Irishman who has fallen heir to Elmer Layden's mantle at Notre Dame, has a sense of humor. Proving that you can coach football and still laugh about it, he made this observation during a running comment on last season's Sugar Bowl film: "That was a straight power play by the fullback from T formation with Holovak carrying. He didn't gain anything out of that except experience."

In that game Bob Foxx, Tennessee back, almost broke loose for a touchdown on a wide reverse, but was the victim of a ferocious tackle by Chet Gladchuk, 240-pound B. C. center. "You-all certainly thumped me hard that time," he gasped to Gladchuk.

Big Chet looked around for the others. "You-all, hell," he retorted. "I'm the only one who tackled you."

Boston baseball fans attending a Yankee-Red Sox game a couple of weeks ago didn't have to wait until the game for a "hit." When the pre-

game recording of the national anthem broke down, Oscar Forsburg, of Providence, R. I., who had brought his trumpet, stood up and saved the situation. He did a grand job, too, except for the fact the notes were bouncing back off the left-field wall. Immediately after, the amateur Gabriel was besieged by photographers.

In one of the oddest finishes ever seen on a baseball field, the Newark Bears defeated the Montreal Royals, 5-4, in the sixth game (played at night) of their playoff for the International League title. A pop fly lost in a combination of smoke, fog and mist, cost the Royals the game.

With the bases loaded, two out and the count at three and two in the last half of the eleventh inning, the batter hoisted the ball high into the air toward left field. The ball reached its peak of ascent and disappeared entirely! Players circled around in bewilderment, shading their eyes from the huge floods, but none was able to trace the ball's flight.

The ball finally dropped about 30 feet in from the foul line. The batter was credited with a single and the Royals sadly trooped off the field.

The professional football league this season introduced a new sartorial "motif" in officials' uniforms. Striking vertically striped shirts, blue for the referee, red for the umpire, green for the field judge and orange for the linesman, with socks to match.

Will Rogers, the late cowboy-actor-writer, was a past master at the art of squelching. One of the most famous figures he ever dumped off a high horse was Gene Tunney, former heavyweight champion of the world.

At the time Gene was fond of flaunting his knowledge of the classics, particularly the works of Shakespeare. On a dare he once lectured to Billy Phelps' class in literature at Yale University. Gene dwelt heavily on *The Winter's Tale* and explained the

depth of the play. He said he had read it ten times before he could really begin to appreciate how much was in it.

A few days later Will Rogers scored a perfect bull's-eye in his syndicated column with this shot: "Gene Tunney . . . said he read Shakespeare ten times before he could get what he meant. Is there something wrong with Shakespeare or with Gene? If everybody had to read his stuff ten times, why, Shakespeare is not the author he was cracked up to be. But if somebody else can read him and get him the first time, why, Tunney is not the highbrow he is cracked up to be. Yours for simpler writers and harder hitters, Will Rogers."

When Indiana sportswriters were asked to choose a squad of all-stars from the state to meet a Kentucky team as a feature of the Indianapolis Star's annual basketball clinic, their only unanimous choice was Leroy Mangin of Washington High School. Mangin is now a freshman at Indiana University, and all sportswriters of the state are silently and hopefully offering up incense in holy places to insure his living up to their predictions.

Our first word from the six-man front comes from the Upper Peninsula of Michigan where the game has recently been introduced among the smaller schools. The St. Ambrose "Rambblers" of Ironwood started its first season in good style with a 24-12 victory over the boys from Ewen High School.

Nebraska's basketball coach, Lieutenant-Colonel W. H. Browne, now on duty with the army, has put into three sentences what we have been trying to say for a good long while about one of the values of competitive athletics: "In the army I'll take the young man who has been exposed to athletic training in our high schools and colleges. He responds to commands, respects leadership, takes

responsibility, and has initiative and aggressiveness. He can take physical punishment with less grumbling and is a better sport under trying conditions." That's clear enough and certainly to the point; in fact, a bull's-eye.

If you take Dick Skeen's word for it Louise Brough, the former Beverly Hills, Calif., High School girl, now a freshman at the University of Southern California, will someday be the greatest woman tennis player of all time. Dick, a famous pro on his own hook, has been coaching Louise for four years. Already she hits a harder ball than Alice Marble.

Eighteen years old, blonde, tall and husky, Louise has captured the national girls' championship two years running. The past season, fed up with junior competition, she struck boldly out into the seniors. She made a four-star hit right off the bat, winning the Southern California women's championship; the first time in the 55-year history of the event that a junior won the title! Later in the season she polished off Sarah Palfrey Cooke, who went on to win the national women's singles championship.

Scholastic Coach also had something to crow about at the national tennis championships. One of its standard bearers, advisory editor Jack Lippert, puffing hard but stroking valiantly, walked off with the special tournament for tennis writers.

Last spring Coach Eddie Simonich of Carroll College, Helena, Mont., spent a lot of time and energy hustling summer jobs for his prospective grid-ders. He was a little too successful. Several players who have been making \$8 to \$10 a day in defense plants have decided not to return to college this fall.

For the best radio quip of the summer sports season we nominate Bob Elson's, "There'll be wailing in the wigwam tonight," aired in the ninth inning of the game in which the Cleveland Indians were being knocked out of first place in the American League.

Add Not That It Matters Much Department: For the sixth time in sixteen years Louis Unser of Colorado Springs has won the Pike's Peak Motor Climbing Contest, an annual Labor Day event. Somebody who keeps track of things like that claims he set a new record this year.

Up at Burnt Bluff, Mich., (an unbelievably beautiful spot, but which you need a local map to find) the climax of the annual Fourth of July "sports" program is reached when an automobile is pushed off the top of a 200-foot cliff.

R. B. (Rainbow) Trout is the editor of a fishing column for the Ironwood (Michigan) Times.

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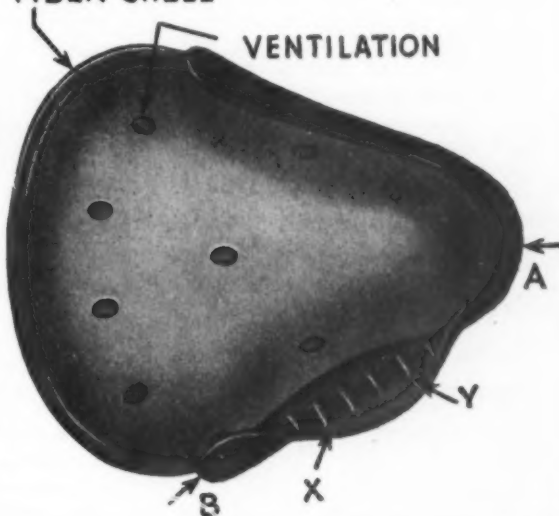
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COACHING SCHOOL NOTES

Red Grange: The "T" Formation

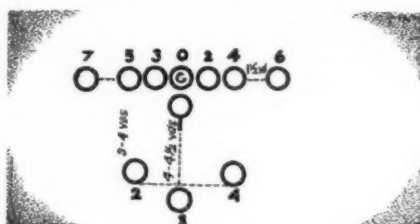
Reported by Nick Mazillo, Bronxville, N. Y., H. S.

AT THE New York Herald Tribune Football Coaching School, Red Grange, the erstwhile Galloping Ghost of Illinois and the Chicago Bears, filled the cup of T to the brim in a two-day discourse on this widely-discussed formation.

He was a coach with portfolio, if ever there was one. He ascended the rostrum armed with an elephant-sized folio containing 50 to 100 of the Bears' running and passing plays, out of which, it is said, some 300-odd variations are derived.

Before doffing his coat and throwing blocks all over the platform, Grange pointed out that the system he was expounding was the style of play used exclusively by the Bears. While Clark Shaughnessy, for example, was in on the ground floor in the building of the T, his adaptation does not concur with the Halas-Jones version.

The T and the man-in-motion draws its lifeblood from three main arteries: (1) good quarterbacking, (2) quick starting and (3) perfect faking. The quarterback, whether he is good or not, is the key man of the system. He gives it life. He fixes the diet of plays. He nurses it.



Diag. 1

He squats directly behind the center, with one hand (the left if he is a right-handed passer) on the tail of the center and the other directly below the snapper's tail. On receiving the snap, which is principally a hand-to-hand pass, he always spins on the foot opposite to the direction in which he will turn to feed the ball.

In the huddle the center always steps off five paces from the ball. The tackles, guards and center face the four backs with the ends flanking. After the signal has been imparted, they wheel into a preliminary formation.

The tackles and ends line up on the scrimmage line, with the tackles split two yards on either side of the center. The guards line up a



Diag. 2

Right Half over Tackle: The left half and the fullback fake head and shoulders to the left and then run to the right. The right half fakes to the rear, comes back for a pass from the quarterback and rams inside his tackle.

yard back of center, one on each side of him, while the quarter is close behind the guards directly on line with the center. The seams between the tackles enable the guards to jump into a balanced or unbalanced alignment.

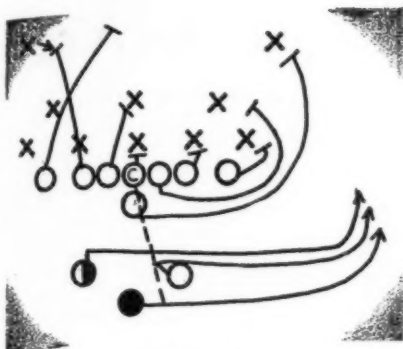
When set to go, the line is usually balanced, with the guards in. The ends are shifted out about a yard and a half from the tackles; the quarter is behind the center, almost under him; the fullback about four and a half yards directly behind the center; and the halves three and a half to four yards behind the tackles. In fact the halfbacks' heels are on a line with the fullback's toes. The backs take a comfortable stance about the width of their hips, preferably with hands on knees.

Diag. 1 shows the designation of key numbers for holes in the line and for the backs. The area outside the left end is numbered 9. The left end is 7, the left tackle 5, the left guard 3, and the center 0. On the



Diag. 3

Fullback over Guard: The two halves fake and go to the right. The full steps to his right, then drives toward the line for a pass from the quarterback.



Diag. 4

End Run: Here's an unusual play with a man in motion (connotted by semi-filled-in-circle) wherein the ball is passed directly to the fullback. The quarterback side-steps the snap and swings around for the half.

other side of the line the right guard is 2, the tackle 4, the end 6, and the area outside the end 8.

In the backfield the quarterback is numbered 1, the fullback 3, the right half 4, and the left half 2.

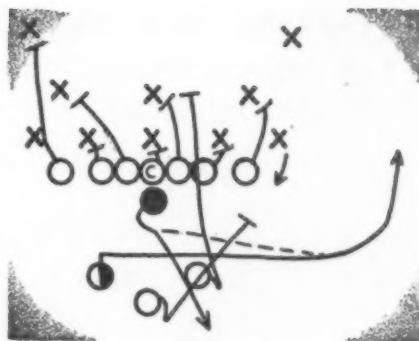
Correlating these numbers with the plays, you get this signal system: If the play is an off-tackle thrust to the right, fullback over right tackle, with or without the man in motion, the number of the play would be "34." The fullback (3) takes the ball and runs over his right tackle (4).

In calling this signal in the huddle, the quarterback will say "34 on 4," implying the execution of the play on the count of four. Many times a short description of the play will also be given, such as "fullback over right tackle, left half in motion."

Before coming out of the huddle the quarter yells "hike," which sends the team into its preliminary formation. Another "hike" and the eleven goes into the regular T. Then "1-2-3-4" and the ball is snapped. To confuse the defense, the quarterback may occasionally sing out three or four meaningless double digits while in the preliminary formation.

In general four important factors must be emphasized in handling the ball behind the line. First, all linemen must block high to protect the short-man, or quarterback, from long-armed opponents who might reach over and grab him by the scruff of the neck. Second, on all plays the quarterback must turn his back to the line and go back as if to pass. He must carry out this fake at all times. On several plays he really passes, surprising any opponents who've given up on him as a passing threat.

Third, all passing of the ball from



Diag. 5

End Run Lateral: The full and the right half fake while the left half is in motion. The latter stops just outside the defensive end, about three yards back, where he receives an underhand lateral from the quarter.

one back to another, if not a hand-to-hand exchange, must be made underhand. This toss, if accurate, is more difficult to steal by an opposing lineman and also makes the play more difficult to diagnose, particularly if the offensive line is blocking high enough.

Fourth, the four backs must get away simultaneously on the attack, with all backs except the quarterback, faking. The quarterback carries out his fake after the others have executed theirs.

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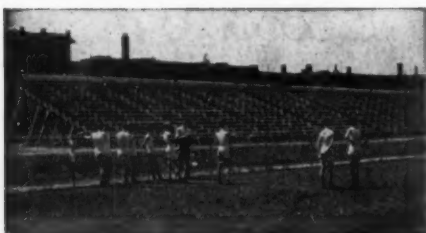
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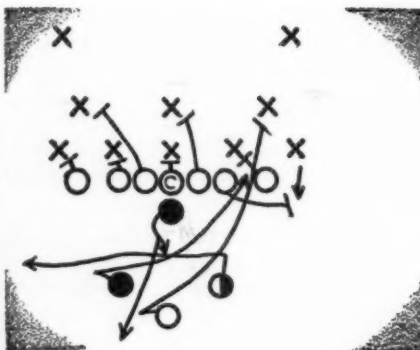
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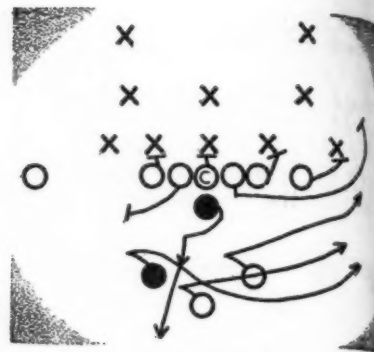
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Diag. 6

Mouse-Trap by Tackle: The right half is in motion to his left. The full and left half fake to the left and pull back to the right, the left half receiving the ball from the quarter and following his teammate into the line.



Diag. 7

End Run with Flanker: The left half shifts out 3 or 4 yards as a smoke screen. All backs except the quarter fake head and shoulders to left. As the swing back to the right, the quarter slips the ball to the left half.

Shaughnessy, Jones, and Grange believe that the success of the T, particularly with the man in motion, revolves around a quick start. A quick start by the whole team at a given signal is analogous to a sprinter beating the gun. Both get that all-important jump in the first few seconds of action.

The Bears, line and backs alike, are required to call the signals to themselves during the game. Halas has gone so far as to install a special clock on the practice field to record the proper cadence and rhythm of the signals. Wide end runs are run off on the count of "six." Plays requiring no faking by the backs (such as, quarterback sneaks and fast-breaking plays in the scoring territory) are executed on the signal "quick."

Man in motion

Grange next focused his sights on the man in motion. Any one of the four backs can be in motion to either side, he explained. The back running out takes one step forward and then proceeds laterally along the line of scrimmage to either side of the field.

There is a peculiar technique to this procedure which, if mastered, can be most advantageous to the offense. That is, the man in motion drops his right or left shoulder, depending on the direction in which he is running. For example, if he runs to his right, he drops his right shoulder. If he runs to his left, he drops his left shoulder. This brings him nearer the line of scrimmage without incurring a penalty for off-side. He thus obtains an advantage on quick blocks on the end or quick runs into the flat for a pass.

The man in motion usually starts out for the sideline after the first digit of the signal is called. He can stop about two yards outside of the

defensive end or he can keep on going to the side. He enjoys four distinct advantages in the flat: (1) he can receive a pass, (2) he can throw a pass, (3) he can go downfield and block, (4) he can block the end.

It is suggested, in using the T to blitz the defensive team right off the field, in the opening minutes of play, by peppering the man in motion with passes. If the blitz fails you will at least spread the defense. In any light the man in motion proves a real bugaboo to the opponents. He keeps them in a constant state of fear and bewilderment. He hypnotizes the ends and causes perpetual restlessness and uneasiness among the secondary.

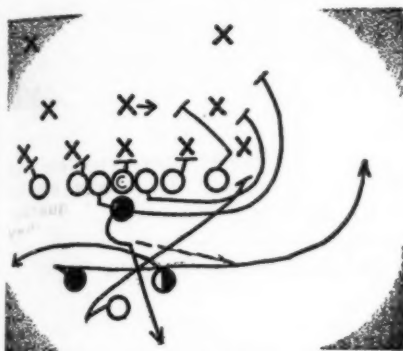
A pass to the man in motion on the first play of the game is highly recommended. Rarely does the defense pay much attention to him on the first play. They figure he is out there merely to spread them. The wise thing to do, then, is to toss him a pass. This will upset the defense and pretty soon they will be working a secondary defense around the man in motion, which is exactly what you want them to do.

In a brief lecture on defense against the T with the man in motion, Grange opined that the best defense against the man-in-motion T is a six-man line with a box. The box is really a five-man affair with the defensive left or right half out in the flat to cover the man-in-motion. Naturally the safety man covers the territory left vacant by either half.

The defensive line, when the man in motion is out, will always have a tendency to shift to the strong side about a man and a man and a half. At this juncture, Grange advised, a weakside play should be used.

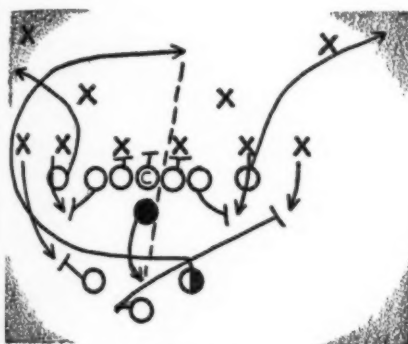
The man on defense who might be tabbed the gentleman most likely to succeed in breaking up the

man-in-motion play is the end. He is the fly in the ointment. There is only one way to swat the fly and that is to put a halfback or the fullback on him on every play. This is a cardinal must on your blocking list, if you plan to use the T with or without the man in motion.



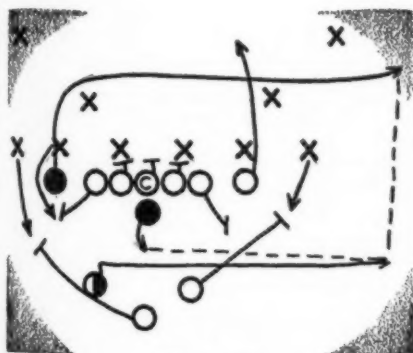
Diag. 8

Sweep: The right half is in motion to his left. On the snap the full and left half fake and then cut back to the right, with the full leading. As the left half reaches a point about 4 yards behind his tackle, the quarterback spins and shuttles him an underhand lateral.



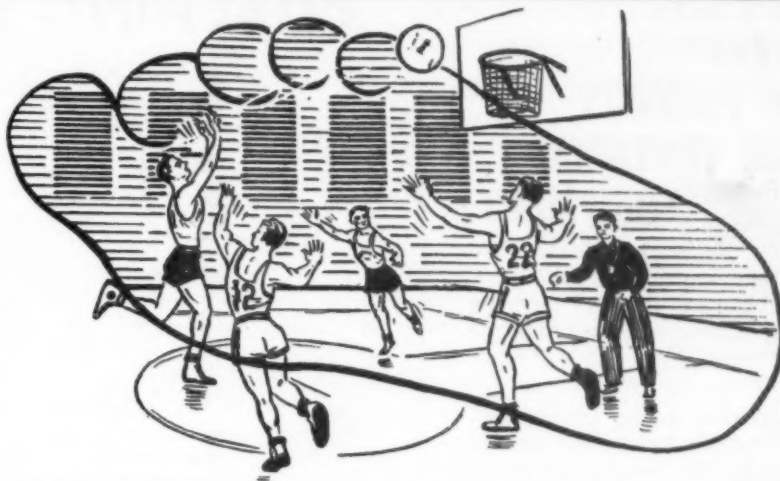
Diag. 9

Pass to Right Half: The right half, in motion, fakes at the end and makes his way about ten yards up the center alley. Meanwhile the full performs a nice head and shoulder fake to the left and swerves to the right to take the end. The quarter is back by this time and rifles a pass to the right half.



Diag. 10

Double Pass: The left half, in motion, scoots to the sideline. The quarter spins and shuttles him a long, underhand pass, just as the half is about to make his turn downfield. The half stops in his tracks and shoots a flat pass to his left end, who has cut across the field.



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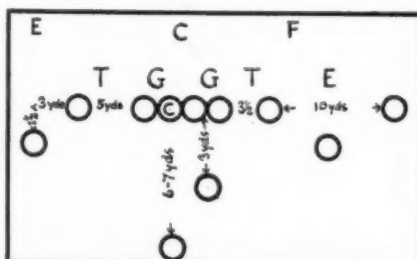
Jack Hagerty: The Spread Formation

Reported by H. L. Masin

NEXT to fifth columnists, probably the greatest menace to national defense is the spread formation. The spread bottle necks defense in two ways: first, it forces the defense to disperse its strength and, second, it obliges the defense to stay put. This latter fact sounds the death knell to shifting defenses. Against a soundly-fabricated spread, the defense cannot indulge in any form of chicanery. It must assume more or less fixed positions, covering every flanker and hoping for the best.

One of the most successful protagonists of the spread is Jack Hagerty, young Georgetown coach, whose teams have run riot with the spread for the past three years. At the *New York Herald Tribune* Football Coaching School, Hagerty outlined his spread on the blackboard and gave a detailed analysis of how he runs and passes from it.

Although the spread is not the Hoyas' basic formation, which is the close single wing with unbalanced line, Hagerty employs it one-half to three-quarters of the time.

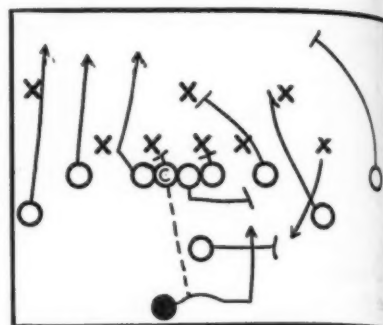


Diag. 1, Basic Spread

The spread is nothing but straight football; it involves no hocus pocus. Hagerty teaches his boys only two types of blocking—the head and shoulder and the body blocks. He depends on angle blocking exclusively, nothing straight ahead. The opponents are not driven back; they are moved laterally.

Without further fuss, Hagerty diagrammed the position and spacing of his spread. As shown in **Diag. 1** it's a sort of loose and deep double wing. The unbalanced line consists of a tight four-man middle, comprising the left tackle, center and two guards in that order. The end is split five yards on the weak side, while on the strong side the tackle is split three and a half yards and the end ten yards from the tackle.

One wingback is three yards outside and a yard and a half back of



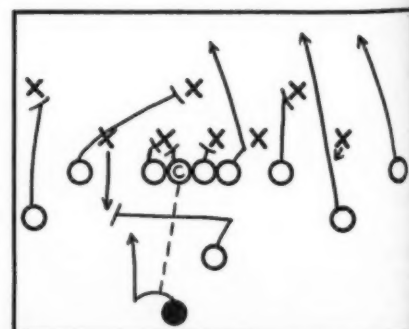
Diag. 2, Mouse-Trap to Right

the left end. The other deploys in the center of the gap between end and tackle, a yard and a half behind the line. The fullback takes his stance three yards back of the seam between the guards, while the tailback sets up six to seven yards behind the center.

The defense against the spread adopted by 17 of the 26 teams Georgetown met in the last three years, consisted of a five-man line with a 3-2-1 secondary. The defensive right end dropped off the line opposite the weak-side wingback. The right tackle played inside the left end, the right guard on the outside shoulder of the center, the left guard on the outside shoulder of the inside guard, the left tackle in the gap between guard and tackle, and the left end straight on with the halfback.

In the secondary defense, in addition to the right end, were the center and the fullback. The former played behind and between the defensive guards and the latter on the outside shoulder of the offensive right tackle. The defensive halves played eight to ten yards back and the safety man 15 to 20 yards back.

Many opponents, Hagerty found, attempted to confuse the offense by shifting into four-man lines, dropping the left end back, or into six-man alignments, bringing the right



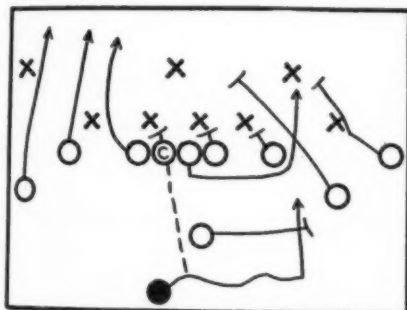
Diag. 3, Weak-Side Trap

end in. The chief trouble-maker, however, was the defensive strong-side tackle. He was the one man whose positioning couldn't be fore-reckoned. The Hoyas tried to get him into the hole, but occasionally he would set up on the inside shoulder of the tackle or even squarely in front of him.

After setting up his spread, Hagerty outlined his basic plays. **Diag. 2** plots his mouse-trap to the right. In this play the right tackle fakes at the defensive tackle and cracks down on the center. The right halfback tries to get inside the defensive full, while the fullback hits the end. The center pivots on his right foot, forcing the guard to come in on the outside, where he is away from the play and easy prey for a block.

The fullback takes a lead center pass with a cross-over step, hits with the right foot and slams inside the mouse-trapped tackle. All of Hagerty's plays start in this fashion—the center waiting a lead pass and the tailback taking a cross-over step.

Insofar as assignments go, the mouse-trap to the left is almost an entirely different play (**Diag. 3**). The fullback closes the trap here. He takes a short step forward and then comes back to the tackle. The left end crosses over to hit the cen-



Diag. 4, Off-Tackle

ter backer-up; the right halfback delays the defensive left end by cutting in front of him; the outside guard delays the defensive left guard and continues downfield, while the left tackle and center double team the defensive right guard.

Georgetown's off-tackle to the right (**Diag. 4**) is the only off-tackle play of this type they have. They have no off-tackle to the left. The strength is massed too heavily to the right to be brought to the weak-side quickly enough for an effective off-tackle smash.

In the smash to the right the right end fakes at the defensive end and drives into the fullback, the fullback keeps the end outside and the inside guard pulls out. The right halfback shoots diagonally across the line of scrimmage. As he approaches the line he glances at the defensive

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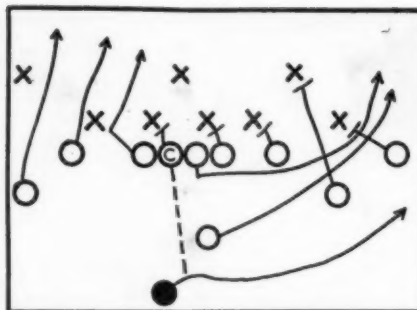
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Diag. 5, Strong-Side Sweep

tackle. If he is being taken care of by the right tackle, the half goes by and hits the center backer-up. The guard, meanwhile, takes the fullback if the end has missed him, or continues downfield as an interferer if the full has been knocked out of the play.

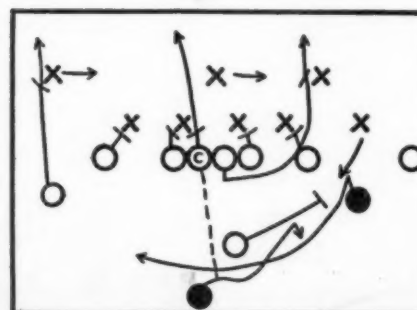
The tailback sets up the defensive end for the fullback. The ball-carrier comes out at three-quarters speed, hits on his right foot and goes in there "a-hellin'."

Diag. 5 outlines the Hoya end sweep to the right. The wingback fakes at the defensive end and hits the fullback. The inside guard, pulling out, watches the center. If the center comes across fast, he takes him. Otherwise he goes downfield.

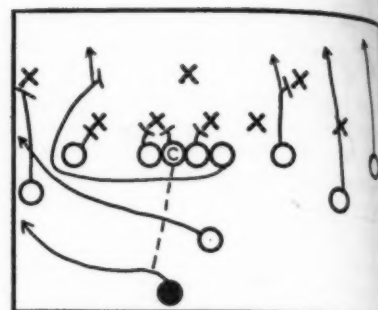
The tailback synchronizes his move with that of the fullback, going with him and then cutting away according to the direction of the block. He uses the same tactics on the end run to the left (Diag. 6).

The Hagerty reverse (Diag. 7) is more of a bootleg than anything else. It starts out just like the sweep, with the inside guard pulling out and running to the right. The wingback takes one step, pivots on his right foot and comes back, taking the ball from the tailback.

Hagerty found his left half, McFadden, making up his own assignment on this play. As the boy's strategy was good, Hagerty let him have his way. McFadden would hesitate before making his move, sizing up the defense. If the outside backer-up — the defensive end — was sucked in, McFadden would go for the halfback. Otherwise he would block the end.



Diag. 7, Bootleg



Diag. 6, Sweep to Left

The play, Hagerty admitted, looks cock-eyed on paper, but it works.

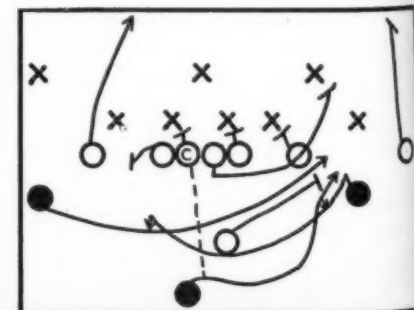
Diag. 8 shows the double reverse with which Georgetown scored on Boston College on a first-down play from the eight-yard line. The tailback gathers in the snap and starts running to his right. The right half takes one step forward and comes back for the first reverse. Meanwhile, the other halfback has started with the snap. He circles about five yards back of the line and takes the second hand-off pass at a spot outside the center.

On pass plays from the spread Hagerty always sends four men down, and sometimes five. In the pass from a reverse in Diag. 9, the left halfback "cheats" a little, assuming a slightly more retreated position. On the snap he crosses over to take the defensive tackle.

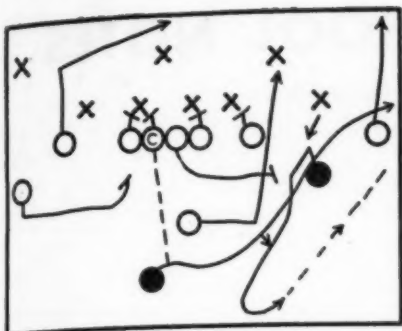
The fullback fakes at the end, setting him up for the guard pulling out. The tailback hands the ball to the right half and continues out into the flat. Of the four possible receivers, he usually is the best man to throw to.

Against a defense that fades rather than rushes, Hagerty uses the pass play outlined in Diag. 10. The left halfback and end work together on this play. The end comes out at three-quarter speed, then cuts sharply into the flat. His move is timed carefully. He uses the left half, who goes straight downfield, as a screen, much in the same manner as in basketball.

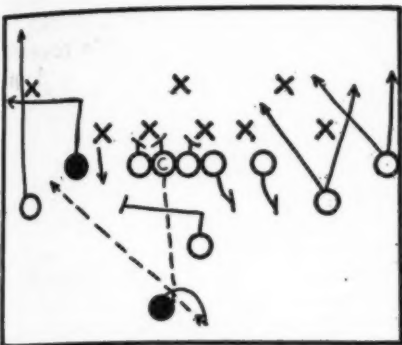
The right end and halfback may be sent anywhere. At this juncture Hagerty avouched that the passer should always point his toe in the



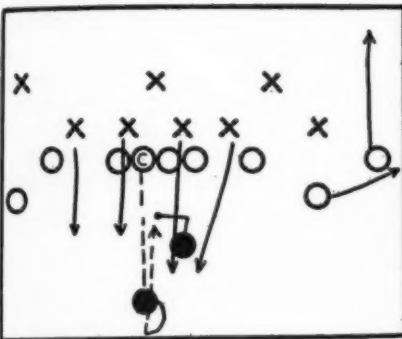
Diag. 8, Double Reverse



Diag. 9, Pass Off Reverse



Diag. 10, Against Faders



Diag. 11, Against Chargers

direction he's going to throw. Unless he does this on this play, he will achieve neither accuracy nor power, as he is throwing across his chest.

The pass in **Diag. 11** is particularly effective against fast-charging lines. The linemen fake at the opponents, letting them through. They hold position as the play develops. The fullback takes a step forward and then turns around. Meanwhile the tailback has run back with the ball, drawing the rushers with him. At the right time, he turns swiftly and passes over the head of the chargers to the fullback. He yells "Go!" as a signal for the linemen to attack.

Diag. 12 is a quick pass play with five possibilities on the receiving end. As before, the left half cheats a little in taking his starting position. As he goes downfield the fullback scoots over to the flat.

After detailing his plays, Hagerty spent some time outlining various

(Concluded on page 48)

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COACHING SCHOOL NOTES

Paul Brown: Organization

Reported by Albert Rubin, Johnstown, Pa., H. S.

AT THE Eastern Pennsylvania Coaches Conference and Clinic Paul Brown, football's latest Cinderella man, dwelt at great length on the two subjects nearest and dearest to the scholastic coach's heart—organization and fundamentals. Known far and wide as "an organizer, a diplomat and a tireless worker" the new Ohio State University head man proved all of that as he delved into the organization of his famous system. At Massillon, Ohio, Brown's schoolboy teams rolled up an amazing record of 96 victories, 7 defeats and 2 losses.

The foundation for these powerhouse teams was laid in the junior high schools. Massillon, a town of 26,000, boasts one senior high (sophomore-junior-senior) and three junior highs.

On the assumption that boys will play anyway, Brown tried to provide as much organized play as possible. Football and basketball teams were organized in each junior high and a coach assigned to each school. All these men either played with Brown or on one of his teams. They were (and are) full of enthusiasm for the Massillon system of football; and infused the boys likewise.

If the junior high coach could prevail upon a graduate or a teacher to assist him, it was to his advantage. But no funds were allocated for paid assistants. All junior high play was under state supervision.

The teams invariably were made up of ninth graders. The seventh and eighth graders who stuck it out were usually organized into rinkey-dink teams. But they scrimmaged only against boys of their own weight. The two larger junior highs carried squads of about 30 boys, the smaller school a squad of about 20.

Brown, in the senior high, had three hand-picked assistants. Two were regular coaches, while the third was a volunteer.

In his first lecture Brown expounded a few ways of drumming up student interest in football. Football is an educational process, he asserted. Educate the student body. Let the students in on the inside; tell them now and then what you are going to do. Boys and girls get double the fun out of football when they're occasionally told to watch for a play.

Organize a booster club, if you don't already have one. This organi-

zation should be very active. At Massillon our club helped organize the town. We welcomed townspeople into the school. At various gatherings in the gym, we sold the town on football. We always strove to put across the idea of making our school the best in everything.

At the close of the season, one of the teachers organized an all-winter class for varsity sports' candidates, particularly for football. About two weeks were devoted to the fundamentals of each sport, followed by a week of special instruction on health and another week on the selection of a college, a discussion on credits, subjects, etc.

This type of program ran through the entire winter. One week was set aside for testing. Each evening of that week these tests were given: (1) California I.Q., (2) Wisconsin test on personality traits, and (3) "Aggressiveness and Submissiveness" by Henderson and Dent.

In the spring we conducted a four-week football practice, at the conclusion of which we gave every boy a pair of shoes, jock, shirt, practice jersey and a football to toy with at his leisure.

Practice organization

Our regular football practice started on September 1, with emphasis on the technique of running. Every practice session was thoroughly organized. We insisted that every player be on the field at the same time. Each boy was taped with gauze bandage and adhesive tape, with special attention to the ankle problem. Over a period of years this reduced our ankle injuries to an absolute minimum.

The coaching staff met every night during the season to plan the next day's work and to exchange confidences. The practice was planned so that it could always be completed. The work to be accomplished was always discussed before the boys and the staff. Each boy's assignment was outlined to him. I believe in specialization. Tackles, for example, never punted. They don't do it in a game, so why let them waste time in practice?

We started each season right from scratch, treating every candidate as if he were a new boy and had never had any of this instruction before.

Outside of a special 15-minute drill, we never organized the play-

ers as a unit in practice. We worked a center and four backs in a group. The ends drilled on the same thing. Tackles were lined up three against three, tackling one another head on. The guards had a regular routine, which differed slightly every afternoon.

We never scrimmaged during the season. We did, however, in the spring. We set up all our plays against a seven-man line, as a six-man line is a soft touch. To attain perfection we marked the plays on the field with lime.

Sprints featured every session with guards pitted against guards, tackles against tackles, etc. "If you can't run, we don't want you" was our motto. Ability to run has always been one of the principal ingredients in Massillon's formula for success.

The spirit of competition was kept alive in these sprints by offering incentives. The loser, for example, would often be required to buy the winner a milk shake.

Practice sessions never lasted over two hours. An average session ran about one and a half hours. Some coaches try to punish the dawdlers by making them run four or five extra laps. This is a poor practice. If you can't sell the boy football, get rid of him.

Before every season we held a meeting with the parents. We insisted that the parent be present, going out to get him if necessary. If the parent was working we phoned and tried to get him excused. We approached the parents intelligently, appealing for their cooperation.

Tips on fundamentals

The junior high school coach was charged with the responsibility of teaching the boys the correct stance, thus making it easier for us when we got them in the senior high. It was a difficult job, but the junior high coach had to answer if the boy wasn't able to assume the proper stance.

We tried to teach them the stance best adapted to them, allowing for individual idiosyncracies. In our basic stance the boy placed his right foot on a line with the instep of the left. The hands were kept on the ground, with the weight rather evenly distributed over the balls of the feet.

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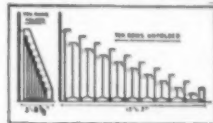
GET THE CROWDS

SEATED COMFORT-
ABLY AT YOUR GAMES
... AND STILL HAVE

PLENTY

OF FLOOR SPACE FOR PRACTICE
AND GENERAL GYM USE ...

You Need "Vital Zone" Protection



Horn
FOLDING
BLEACHERS

Write for Details

HORN MANUFACTURING CO.
FORT DODGE, IOWA

Manufacturers of the Famous Horn Folding Bleachers

SCHOLASTIC COACH MASTER COUPON

After checking carefully items desired, this coupon may be sent directly to Scholastic Coach advertising department, 220 East 42nd Street, New York, N. Y., from which point the advertiser will be notified of the requests.

BADMINTON TOURNAMENTS

- ☐ See p. 48 for entry blanks

A. S. BARNES & CO.

(Insert pp. 32-3)

- ☐ Sports Books Catalog

BEACON FALLS (29)

- ☐ Catalog, Basketball Shoes

BECTON, DICKINSON (38)

- ☐ Ace Athletic Manual
☐ Sample, New Ace Bandage

BIKE WEB (15)

- ☐ Information, Athletic Supporters

CEDAR KRAFT (35)

- ☐ Information, Score Boards

CONVERSE RUBBER (6)

- ☐ Catalog, Basketball Shoes

R. B. DAVIS CO. (5)

- ☐ Booklet, "Inside Tips on Sport"
How Many?

DENVER CHEMICAL (31)

- ☐ Sample, Antiphlogistine

C. B. DOLGE CO. (41)

- ☐ Brochure on Athlete's Foot

DUKE LABS. (47)

- ☐ Samples: Elastoplast, Medioplast

EVERWEAR MFG. (47)

- ☐ Catalog, Athletic Equip.

FAIR PLAY MFG. (33)

- ☐ Catalog, Scoreboards

MARTY GILMAN (41-6)

- ☐ Catalog on Football Field Equipment

P. GOLDSMITH SONS (23)

- ☐ Basketball Catalog

HILLYARD SALES (30)

- ☐ Basketball Chart and Score Book

HOOD RUBBER (27)

- ☐ Booklet, 1942 "Basketball Hints"

HORN MFG. CO. (47)

- ☐ Illustrated Folder on Bleacher Installations

HUNTINGTON LABS.

- (See inside front cover)
☐ Basketball Digest

IVORY SYSTEM

(See back Cover)

- ☐ Samples: Penetrating Leather Oil, Dawhide Laces

RICHARD M. JOHNSON (46)

- ☐ Individual Embroidered Name Plate

JOHNSON & JOHNSON (25)

- ☐ Booklet, "Aids for Athletes"

KAHNFAST ATHLETIC FABRICS (42)

- ☐ Swatches, Twill-Satins

KNOX GELATINE (3)

- ☐ Weight Charts
How many?

LINEN THREAD CO. (19)

- ☐ Catalog on Sports Nets

A. MAMAUX & SON (42)

- ☐ Information, Gym Mats

MARBA SYSTEM (42)

- ☐ Information, Athletic Equipment Reconditioning

W. B. MATTHEWS (37)

- ☐ Information, Abdo-Gard

(Numbers in parentheses denote page on which advertisement may be found)

ON PAGE 48 OPPOSITE THIS SPACE ARE
OTHER LISTINGS AND FORM FOR SIGNATURE

Enter Your School Now BADMINTON TOURNAMENTS

The National Scholastic Badminton Tournaments — all intramural — are open to all senior high schools in the United States. There is no entry fee nor any red tape attached to entering. Each school has complete control over its own tournaments, and may hold them any time this fall or next winter. Handsome medals, suitably inscribed, will be presented to the winners of both the boy and girl tournaments in each school. Free draw charts will also be furnished to every school holding a tournament.

To Enter Either Tournament, or Both, Just Mail the Coupon Below

SCHOLASTIC BADMINTON TOURNAMENTS

220 East 42 Street, New York, N. Y.

Please register my school for the following tournaments:

☐ BOYS' SINGLES ☐ GIRLS' SINGLES ☐ DOUBLES

School enrollment.....Send medals by.....

NamePosition

School

Street

CityState

MASTER COUPON

(See page 47 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

G. McARTHUR & SONS
(32)

☐ Free School Towel Plan

FRED MEDART (43-5)

- ☐ Playground Equipment
- ☐ New Fan-Shape Backboard & Goal
- ☐ Telescopic Gym Seats
- ☐ Gym Mats
- ☐ Catalog on Goal-HI

MISHAWAKA RUBBER
(21)

☐ Catalog, Basketball Shoes

NAT. SPORTS EQUIP.
(33-43)

☐ Catalog

O'SHEA KNITTING

☐ Basketball Catalog

PENNSYLVANIA RUBBER
(45)

☐ Information, Badminton

PENNSYLVANIA SALT
MFG. CO. (4)

☐ Samples: Perchloron, Tilite

PETERSEN & CO. (35)

☐ Catalog on Gym Mats, Football Dummies, Wrestling Mats

J. E. PORTER (35)

☐ Illustrated Folder, New Fan-Shape Backboard

JULES RACINE (40)

☐ New Sports Timer Catalog

SEAMLESS RUBBER (28)

☐ Booklet, "My Method of Taping Athletes"

WILLIAM SKINNER & SONS (2)

☐ Information on Fabrics

A. G. SPALDING (1)

☐ Basketball Catalog

STANDARD BRANDS (35)

☐ Facts on Bread

UNITED CLAY MINES
CORP. (33)

☐ Bulletin, Field Marker

UNIVERSAL BLEACHERS
(40)

☐ Catalog

U. S. RUBBER (33)

☐ Frank Leahy's Book on Football

VOIT RUBBER CO. (48)

☐ Catalog on Rubber Balls

WILSON SPORTING
GOODS (8)

☐ Catalog, Basketball Equip.

W. F. YOUNG (34)

☐ Muscle Chart

☐ Sample, Absorbine Jr.

NAME POSITION
(Principal, coach, athletic director, physical director)

SCHOOL ENROLLMENT

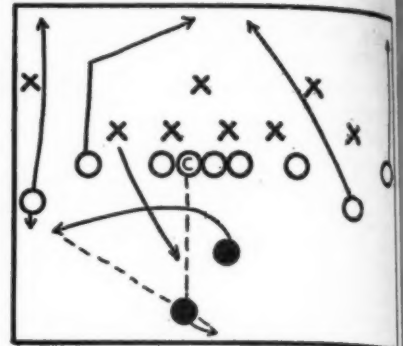
CITY STATE

No coupon honored unless position is stated

October, 1941

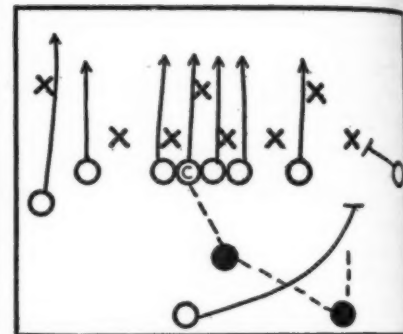
Jack Hagerty

(Continued from page 45)



Diag. 12, Quick Pass

forms of pettifoggery with his spread. He showed how it is possible to make one of the tackles eligible for passes by slyly dropping a halfback into the line and pulling back the end on the opposite side.



Diag. 13, Trick Kick

Diag. 13 shows another good stunt with which to befuddle the enemy. The right halfback may be brought back on a line with the tailback. After a few plays from this formation the ball may be centered to the fullback, who turns and tosses the ball back to the half. As the tailback cuts over for protection, the half boots the ball! Here, declared Hagerty, is the spot for the type of boy who can boot 'em far, wide and handsome when given plenty of time and room.

At the request of the class, Hagerty closed his lecture with an analysis of the remarkable series of triple flanker plays that Frank Leahy used at Boston College in '40.

The following copies of Spalding's Official Football Guide are wanted to complete our files. All copies prior to 1900; 1902; 1904; 1907; and 1909. Advise year, condition and price. SCHOLASTIC COACH, 220 E. 42nd St., New York, N. Y.



CALLING ALL SOFTBALL PLAYERS

to this fall and
winter's national
intramural

Softball Tournaments

HERE is a definite, organized program for your softball players. Sponsored by the makers of PEPSI-COLA, these tournaments are available to every high school in the United States, without charge or obligation. Trophies for every member of the winning team will be sent to you.

1 In the coupon below, estimate the number of students who might be interested in joining a team enrolled in a softball tournament.

2 Upon receiving the coupon below, or a copy of it, Scholastic Coach will send you an instruction memorandum which contains suggestions for conducting such a tournament. You may run these tournaments any way you choose.

3 You will receive 12 trophies: one for each member of the winning team and two for substitutes.

4 You will also receive drawcharts, schedules and a program so that students who are interested will know. Fill in the names on the Schedule Sheet, and the tournament is started.

5 Scholastic Coach will publish several articles on the game. Watch for them.

6 You may have TWO tournaments in your school if you prefer. If you want to have one tournament for boys and another for girls, two sets of trophies will be sent to you. You may start the tournament out of doors and continue it in the gymnasium.

Sanctioned By The Amateur Softball Association of America
Sponsored by Pepsi-Cola Co.

ENROLL YOUR
SCHOOL NOW!

SCHOLASTIC SOFTBALL TOURNAMENTS

220 E. 42nd Street, New York, N. Y.
Please enroll my school

for boys' tournament girls' tournament and send the trophies, etc., to me.
(check) (check)

I anticipate in the boys' tournament and in the girls' tournament.

I would like to start actual playing of games by (insert date)

My Name Position

Name of School Address

City State Enrollment of school: boys girls

FOR YOUR ATHLETIC SUPPLY ROOM

**I. S.
PENETRATING
OIL**

is a highly efficient
Leather Condition-
er. Use it freely to
prolong the life of
your Athletic Equip-
ment. It will earn
its moderate cost,
many times over.

**DAWHIDE
LACES**

are much stronger
and longer wearing
than ordinary laces.
They come in redi-
cut sizes — any
desired length —
or in spools of
144 yards.



Ivory System

Reconditioners of Athletic Equipment

PEABODY

MASSACHUSETTS